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College and Research Libraries

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NEW SUBSTITUTION PLAN FOR COLLEGE AND RESEARCH LIBRARIES

The plan permitting the substitution of *College and Research Libraries* for the A.L.A. *Handbook* and *Proceedings* numbers of the *A.L.A. Bulletin* by A.C.R.L. members paying dues of \$5 or more was modified at the Boston meeting by action of the A.C.R.L. Board of Directors and the A.L.A. Council. The new plan provides that A.C.R.L. members paying dues of \$5 or more may make this substitution and receive a credit of fifty cents toward the normal \$2 subscription to *C. and R.L.*

At the Cincinnati meeting in 1940 the A.L.A. Council adopted a recommendation of a special A.L.A. committee permitting this substitution as an experiment for two years beginning January 1, 1941, in order to determine the effect on income and budget. The actual savings in publication expenses for the *A.L.A. Bulletin* resulting from the 730 substitutions in 1940-41 amounted to forty-one cents per substitution. Since this did not equal the cost of supplying the 730 subscribers with

College and Research Libraries, a serious deficit threatened the journal's budget. The Board of Directors of A.C.R.L., after considering the problem at two sessions during the Boston Conference and after consultation with several members of the original substitution committee, decided to propose a compromise arrangement rather than to recommend that the substitution be dropped outright or that the deficit be allowed to run for a second year. Subsequent action by the A.L.A. Council supported this compromise arrangement by allowing a fifty-cent credit to the *College and Research Libraries* budget for each A.C.R.L. member making the substitution.

For the coming year, therefore, a subscriber wishing to make the substitution will need to pay in addition to his dues, \$1.50 for *College and Research Libraries*. For an additional fifty cents he may also receive the *Handbook* and *Proceedings* numbers of the *A.L.A. Bulletin*.

By JOHN FALL

A Proposal for a Cooperative Storage Library

Mr. Fall is an assistant supervisor in the Main Reading Room of the New York Public Library.

This article is derived in part from a survey made under the direction of Keyes D. Metcalf for a group of university presidents. The survey was financed by the Carnegie Corporation.

THE PROBLEM of providing adequate library space on university campuses is an increasingly difficult one. The growth in the size of student bodies and the frequent use of source material by larger and larger numbers of students have forced a rapid expansion of university libraries. New buildings have had to be constructed, and too often these buildings have soon become crowded.

Because of the architectural standards of modern academic institutions, the cost of a campus library building is much higher than that of a building constructed off the campus for storage purposes only. On some campuses it is not possible to provide land area for a continually expanding library. Furthermore a library building, constructed for work and study as well as for book storage, is not so efficient as a storehouse because a much larger percentage of the stack area must be used for corridors, aisles, etc. Shelf space is lost because a working collection must be arranged by subject and some empty space reserved for an expansion of each subject.

In the autumn of 1940 a study was made to investigate the possibilities of a storage and distribution center which would house the little-used books of co-operating libraries in the Middle West. Some forty libraries were visited, thirteen of them of university status. As a result of the study it was concluded that a deposit library—that is, a well-equipped warehouse with library facilities—could be successfully established on a cooperative basis by those libraries interested in participating.

A plan for cooperative low-priced storage is not new. In 1902 it was suggested by President Eliot of Harvard University and in recent years it has interested, among others, President Hutchins of the University of Chicago and Keyes D. Metcalf, director of the Harvard University Library. At the present time the Boston Public Library, the Boston Athenaeum, Harvard University, Boston University, Massachusetts Institute of Technology, and other institutions in New England have established the New England Deposit Library. This library, which is a cooperative book storage house leasing space to members, is in process of construction.

Cooperative book storage has many incidental advantages aside from the cheap housing of little-used books. Today there are thousands of books seldom, if ever, used within individual libraries. If these

are placed in a cooperative library, it is conceivable the scholar will find the aggregate collection of great interest. The deposit library will effect a saving or deferring of library building costs. It will also effect a saving in cost of library service since, with inactive titles removed from member libraries, the large expenditures involved in shelving, stack lighting, heating, searching, and shifting will be reduced. In time it is hoped the deposit library will advance cooperative purchasing and preservation of books for which there is small demand and library cooperation in the lending and cataloging of books.

Problems and Objections

Before citing reasons for a deposit library, it seems wise to summarize briefly problems and objections connected with such a project.

The objection most constantly encountered is that the particular library does not have enough little-used books to make cooperative storage an advantage. This is felt in libraries of 135,000 volumes and in libraries of a million volumes. Most books are used, to be sure, at some time. Furthermore, since libraries have had their greatest growth within this century, and sometimes within the librarianship of one man, the resulting collections are often largely restricted to books that are in frequent demand. On the other hand, in a library that grew from seventy-five thousand volumes in 1910 to four hundred thousand volumes today, it is believed that as many as one hundred thousand volumes are so little used that they add unjustifiably to the cost of, and decrease the efficiency of, library service.

Many librarians agree that books purchased from library funds or received as

gifts and expensively prepared for use must be retained close at hand for the eventual reader. It is held that part of the library's duty is to make available with the least delay any of its holdings even though the volume may be little used. The inability to anticipate the occasional request of the scholar is frequently mentioned.

Interest and Demand Vary

From one library to another, interest in and demand for books which fall into the little-used categories vary considerably. Some institutions give much attention to the care and growth of their collections of college catalogs. In others, these catalogs, except for the recent ones, are used too infrequently to justify maintenance. In most large libraries efforts are made to secure the documents of the forty-eight states, the territories, and foreign nations. Reports of counties and cities are sometimes sought because of the feeling that such documents should be available somewhere. And yet, there are other libraries which question the value of keeping the documents of the lesser departments of the United States government, let alone documents from remote sections of the country and distant, little-studied lands.

Of the thirteen university libraries visited at least seven are already "libraries of record." That is, they are libraries whose collections extend beyond the needs of the average student and offer, as a matter of course, facilities for the specialist. Among such libraries there is certain to be considerable duplication of little-used research material, even though a differentiation of the fields of purchase has been partially worked out.

The difficulty of selecting and the cost

of removing titles from libraries are problems raised consistently. President Ruthven of the University of Michigan, thinking of the university's collection of more than a million volumes, wonders how a person can tell what to send from the library stacks, and the university's associate librarian, Samuel W. McAllister, suggests that no one is sufficiently familiar with all aspects of a collection to name all the titles which are little or never used. Confronted by limited budgets and minimum staffs, some consider the added expense a formidable obstacle.

The crux of the matter often is that until a building's shelf space is completely filled, until opportunities for growth within a new building, in departmental libraries, in stack additions, and in campus and nearby storage have been exhausted, interest in storage away from an institution is not going to be great. In most cases, financial officers are more sympathetic to the cooperative low-cost warehouse plan than are librarians.

The Library Space Problem

The situation in two university libraries, which we will call A and B, will help indicate the general book space problem.

A: Space in this university library is much in demand. Without an addition to the building or the transfer of books in large quantities, it will become increasingly difficult for stack work to function smoothly. Some storage space has already been found within library attics. It is possible that increased departmentalization will allow for more storage in the future. Present departmental libraries, however, are crowded. Accessions are being received at a heavy rate; in the last ten years more than three hundred thousand

volumes were added. It is unlikely that a campus structure can continue to house effectively a growing collection of such vitality over a long period of years. The present library is twenty years old. It was designed with great care and with the future growth of the book collection in mind; but the increase in book holdings has been so enormous and the increase in students so unanticipated that more room is needed. To save space, there is considerable fore-edge shelving, and available stock room, aisles, and walls have supplementary book shelves.

It is possible to add to the rear of the building, but in gaining new stack area some of the present stack will be turned into corridors. Opportunities for indefinite enlargement are not available. The difficulties would be decidedly reduced by the storage of little-used books now occupying needed and valuable space.

Shelf Space Exhausted

B: This university library has practically exhausted its shelf space, but, since more work and reading room space is also urgently needed, it cannot be argued that the warehouse is a solution to all of the university's library building problems. The warehouse should, however, help to lessen the present overcrowding of shelves—which adds to the difficulties of service to the public and is likely to result in unsatisfactory care of the books and costly wear through frequent reshelving. Most of the departmental libraries, likewise, have or can soon anticipate space problems, and most of them have books which could be housed in less costly quarters.

About ten years ago it was indicated that if the university's book needs were filled, the collections of the university would run to more than 2,400,000 vol-

umes, a million more than are now held. If these, together with current and future publications, are to be housed on the campus, a new building for the university library will have to contain at least ten thousand library sections, occupying about 675,000 cubic feet. In a library of this stack capacity, at least 50 per cent should be added for corridors and rooms so that at least one million cubic feet would be required. A building of this sort would probably cost more than a dollar per cubic foot, since the average library building of this type constructed during the past twenty years in this country has cost from \$1.25 to \$2.00 for each book for which storage space is provided. If money for a million dollar building were borrowed, carrying charges and amortization would probably be at least \$50,000 a year, with routine operating services and upkeep charges of at least \$25,000 a year, making a total of \$75,000 a year. This equals \$7.50 a library section.

The cost of warehouse storage is estimated from one half to one fourth of this figure, and, of course, space is available as required, so that the annual expenditure for the 250,000 books which are now thought to require storage would be no more than \$5000 and as low as \$2500.

The need of space felt in the two universities is apparent in varying degrees in other libraries. Libraries would naturally view with sympathy any attempt to solve a pressing problem on a sound basis.

Recommendations

Two treatments of the deposit library plan are possible. The first is postponement of action at this time because of the difficulties mentioned and because of lack of support. The second is the adoption of a plan for a cooperative warehouse to

which will be sent little-used books from as many Middle Western libraries as decide to join.

If the second plan is favored by the libraries and money and land for the first unit can be secured as a gift, certain steps need to be taken before the establishment of the deposit library can be carried out.

Steps to Be Taken

1. A nonprofit, tax-exempt corporation must be created to make possible cooperative arrangements among the institutions and to help prevent legal complications.
2. A decision must be reached as to location of the building which is to be constructed. This decision is difficult and inevitable. The warehouse should be as near as possible to the center of the district covered and in a location from which overnight mail delivery to all the cooperating libraries is available. It should be near a large general research library where there is background material required in connection with the books in the deposit library, and where photostat and microfilm service can be given.
3. Money must be raised for the acquisition of land, the construction of the building, and other expenses incidental to the establishment of the enterprise.
4. Definite agreements should be reached with institutions within the area by which they will rent specified amounts of space in the building. Until 3500 sections have been rented it seems undesirable to proceed. Estimated annual rental figures run from \$3.60 for a standard section shelving 180 average-sized octavo volumes when the building is half rented, to \$1.80 when fully rented.
5. Plans for a building to accommodate a million and a quarter volumes should be approved and arrangements made for its construction. It should cost approxi-

mately \$450,000. Operating services and maintenance fees, including depreciation charges, are estimated at \$12,500 a year. These annual charges would be prorated among the cooperating libraries. Extra fees for special services should be determined by the deposit library corporation.

Building Specifications and Arrangements

The deposit library building should be a warehouse built for the purpose of book storage, with space for working and reading rooms. It should be made in unit plan, the first being large enough to shelve about a million and a quarter average-sized books. It should be constructed to provide the cheapest possible permanent type of fireproof storage and would be little more than a brick shell surrounding an inexpensive steel stack.

A building about 76 by 78 feet, with seven stack levels, and a total height of approximately 56 feet, together with a one-story reading room wing 17½ by 93 by 22 feet is suggested. The building would contain less than 470,000 cubic feet of space. The main part of the building should be without windows; the stack should have a comparatively narrow center aisle. The side aisles between the shelving need be no more than 26 inches wide, which with 8-inch shelving would place the ranges for regular-sized books on 3 foot 8 inch centers.

The fairly large workroom and reading room should be such that these rooms can be easily enlarged in case of later needs. No other special facilities are suggested, except toilet rooms, a freight elevator, a landing platform, and stairways. The workroom and reading room should be so arranged that they can be heated to a comfortable temperature in winter, but the rest of the building will not require

more than a fifty-five degree temperature in cold weather. Under these conditions, special air conditioning, except for filtering, can be omitted.

The building can be constructed, under present conditions, for approximately ninety-one cents per cubic foot. It will have a capacity of about a million and a quarter standard-sized books on 55,328 shelves in 6916 stack sections. Construction costs for each volume of capacity would be on the basis of less than thirty-five cents per volume.

The 6916 sections of shelving should be rented to the cooperating libraries for a sum large enough to cover cost of caretaking and upkeep of the building, the cost of services, and any essential depreciation charge. It is believed that \$12,500 per annum is enough for all running expenses at the beginning.

If all 6916 sections were occupied, the cost per year for a section would be approximately \$1.80, and the cost per octavo volume about one cent a year. If, however, there are 3500 sections rented in the beginning, the cost per section will be approximately \$3.60 per year, and the cost per octavo volume about two cents a year.

Summary of Advantages

A deposit library can be recommended on the basis of the economies and useful services such a cooperative warehouse will provide. Through its use the need for new library buildings will be reduced and delayed. By the storage of books in the deposit library, institutions deferring the construction of new library buildings over periods of years will accumulate cash reserves and credits which can be directed toward other needs, such as increasing the book collections, bettering services to

readers, and improving library personnel.

Removing of little-used books from the library stacks not only postpones new building requirements but makes unnecessary the regular expenditures devoted to the cleaning and the needless heating and lighting provided for such little-used books in the stacks. It reduces the problem of constant shifting and the attendant wear on these and other books. (The cost of shifting is ordinarily from one fourth to three fourths cents a volume; the resultant wear and tear is often much more expensive.) It will speed service and eliminate unjustified waste in distances employees and patrons travel in obtaining books.

Housing books for storage rather than easy access to readers permits shelving books in very much less space than that needed in a regular library building. Shelving space in the deposit library, planned for inexpensive storage, will cost only a fraction as much per volume as space in central library buildings.

To the saving in building costs, present and future, should be added advantages resulting from cooperative storage. Among such advantages are opportunities for the elimination of unnecessary duplication of titles, cooperative cataloging, use by member libraries of deposited books, and finally cooperative acquisition of books needed only for the occasional reader.

The deposit library building would be a fireproof structure. Some existing library buildings are not. It would offer protection against the heat, light, dust, and other circumstances harmful to books, present in most regular library buildings today.

By economies offered in building costs, by deferring of building programs, in savings arising from removal of inactive volumes, by cooperative services, and as a permanent place for storage, the deposit library would make possible the heightened efficiency of libraries.

The Practice of Reference

Mr. Shores' paper was read at the meeting of the Reference Librarians Section on June 20, at the Boston Conference.

EVERY FRIDAY NIGHT over a coast-to-coast hookup, a popular radio program exploits America's fundamental reference interest. The success of "Information Please" indicates the importance of questions and answers to our people and suggests the potential power of reference work once it is harnessed to the nation's needs and interests. Nothing short of an insatiable curiosity on an infinite number of subjects can account for the growing number of quiz programs and the consistent demand for such services as the Frederick Haskin Bureau disseminates through our daily newspapers.

That this national delight in questions and answers, the backbone of all reference and research, has been stimulated by world developments and by an increasing sociological interest at home seems certain. At the bottom of this national curiosity about things is concern about our society and where we are headed in this mighty world revolution now under way. Social surveys, educational investigations, governmental hearings all involve the marshaling of facts before an objective judgment can be rendered. It is only natural therefore that this constant search for information should influence the less serious pursuits of our leisure and result in radio quiz programs, movie contests, and newspaper crossword puzzles all of

which demand exacting reference service. And when to all this is added the grave business of war with its army of research workers needed to track down facts for defense, the responsibility of our reference calling appalls us.

There can be no question that the changes in our educational system, our social order, our civilization are steadily thrusting the reference worker into the class of most highly demanded and skilled workers. The only question is whether we who practice the craft of reference are ready for the new demands to be made of us. For us the time has come to decide whether we will take our place among the skilled technicians now keenly sought by our government as well as by private agencies, or whether we will see a new army of workers developed outside of our library profession.

Reference work as we have heretofore conceived it has probably most succinctly been defined by Richardson (26)* as "the finding of books and the finding of facts." But even Richardson saw the broad responsibilities which this simple statement implied—mastery of sources, understanding of people for whom information from these sources was to be interpreted, and ability to teach others to help themselves. To him reference work was something very much like good teaching, only definitely superior. He saw in reference the foundation of good research. And so the

* Numbers in parenthesis refer to libraries and readings at the end of the article.

reference librarian to him in those days was a cross between a good research worker and a good teacher, a cross which is most often sought for in school and college faculties today.

Strangely enough, ever since Richardson's formulation of reference philosophy, American college and school teaching has been approaching his ideal of good reference service. Gradually we have seen conventional classrooms give way to a sort of glorified reference procedure variously called honors reading, autonomous courses, independent study with the teacher steadily forced to take on the skills of the reference librarian. In 1934 I described what I then discerned as such a development, and several colleges, notably St. John's at Annapolis, have all but become "Library Arts Colleges."

What is more, certain advanced experiments have already been described in our professional and in educational literature which show clearly how close to good reference work the newest education is becoming. One institution is contemplating release of its instructors from part of their teaching duties so that they may give reference service in the library.

Educators Approaching Reference Concept

Now if educators on their side have been approaching the reference concept in their teaching procedures, what have we as reference librarians been doing? For the most part I believe we have been concentrating on the refinement of our techniques. I think many of us have been doing so with an awareness of the changing educational demands and our own probable new role. But I believe for the most part we have been more concerned with the means than with the possible new ends of reference work.

Letter to Reference Librarians

Partly to check this assumption and partly to discover some of the more promising aspects of reference practice in American libraries today, Sarah H. Griffiths, chairman of the Reference Section, and I addressed a joint informal letter to a selected group of reference librarians in college and public libraries, in which we asked for "detailed description of projects or policies which contribute to efficient reference service." And we added, "Of necessity this request is somewhat general because we do not wish in any way to shut out devices, techniques, or procedures that might appear to be too small or unrelated. We wish to emphasize that anything done in your reference department, large or small, that you think other reference workers would like to know about should be included and described in your own way.

"As specific as we can be, we would like to have from you

1. A detailed description of a favorite project that has stood the test of time and has been refined until it is in good order, or
2. A policy that tends to strengthen the department and to bind the staff into a unit."

Of course we realized that this was not one of those scientific inquiries for which research in the social sciences has become justly famous, and in which you mark one thing with an "X," a second thing with a check, and a third thing with a zero, and come out with a formula answer that delights the investigator and flabbergasts the practitioner. But we did realize also that in the present underdeveloped stage of reference literature any attempt to formalize answers in ad-

vance would defeat our purpose to obtain statements of reference practice as the reference practitioner of today would describe these practices.

Although the twenty-two libraries that replied (seventeen public, five university) do not represent a large number, they do cover a wide enough range in size and geographical location to provide a sample. And as a result of this preliminary query it is now possible to construct a more precise instrument for investigating reference practice in the majority of American libraries.

The nature of this instrument is suggested by the various aspects of current reference practice into which the descriptions of projects and statements of policies included in the twenty-two letters can be organized. Its three main divisions would deal with,

- I. Sources, their acquisition, organization, and interpretation
- II. Personnel, its in-training and in-service preparation
- III. Services, including fact finding, research, instructional, and publicity

Reference Sources

The first observation is the ever-widening concept of what a reference source is. Time was when the four thousand titles in Mudge or the smaller collection in Kroger were looked upon as the legitimate tools of those real reference craftsmen who always found their answers. To the public, "reference" has always meant something that could not be taken out of the library. More usually we have recognized certain types of sources—dictionaries, encyclopedias, yearbooks, handbooks, directories, atlases, serials, indexes, and bibliographies—as pure reference books. Today even this concept has been broadened to include a great variety of ephem-

eral and serial printed matter, and the more revolutionary audio-visual aids, from pictures and museum objects to films and radio recordings.

But as in the past, certain classes of reference sources are receiving particular attention because of their frequent and characteristic use for answering questions. Chief among these collections of sources are the so-called "quick reference" tools usually placed behind the reference desk or in proximity to the information booth. These consist of yearbooks, directories, statistical and financial services, civil service manuals, receipt books, and of course, a copy of the *World Almanac*. Generally they are marked with a special symbol, red dot (8), blue star (22), red star, and may include genealogy and annuals. Current issues of the periodical indexes and especially heavily-used tools like *Thomas' Register* may be placed very near the desk (13).

Public libraries and especially technology departments cite national defense demands as especially responsible for renewed emphasis on trade catalog collections (6). As many as eighteen thousand trade catalogs are reported (7) and several carefully worked out systems for making them speedily available are described. These include Princeton filing (1) or shelving in specially built bookcases with narrow upright shelves, and detailed indexing by firm and subject, either separately in the reference department, or in the main catalog (1).

As in the past, city and telephone directories are useful reference sources. From 200 to 250 of each can be found in most public libraries (16) and they are kept up to date either by the local telephone company (6) or through exchange with other libraries (15).

Among the other common types of reference materials that have become "favorite projects" through careful organization are pictures (11), clippings (13), college catalogs (8), museum objects especially related to local history (1), maps (12), a reference document depository (6), and a film of the local newspaper files (8). One library boasts of twenty-nine thousand separate pictures subject-cataloged, and a collection of museum objects that includes hoop skirts and spinning wheels (11).

Organization of Materials

In the organization of these materials for reference, considerable ingenuity is evidenced. Most commonly this creative ability finds expression in numerous and varied homemade indexes for which a strong local need is felt. Representative are indexes to periodicals not indexed by Wilson (8), to the location of periodicals in the *Union List of Serials* (9), local events, clubs, facts, educational opportunities, newspapers (8), quotations not covered by standard reference tools (14), bibliographies on useful subjects (13), reference materials in nonreference sources (19) (21), features in local newspapers (16), costumes (8), Edgar A. Guest (8).

Some of these indexes are so ingenious in detail that some description is here warranted. A useful index file (13) has been made up of stray, curious, frequently sought, miscellaneous, and otherwise promising facts. A "Local Book of Current Information" (16) features among other things the salaries of city, county, and local, state and Federal government officials, members of various boards of trust, local budgets, and so forth. In the same library local newspaper features such as columns, commentaries, and even

cartoons are indexed with date and paper indicated. An index to advertising pictures by subject as well as an index to other pictures by artist, nationality, title, and subject is notable. A systematic check of all local and state societies yields an up-to-date directory of officers, purposes, addresses nowhere else available (17).

Several libraries supplement printed sources such as the *Book Review Digest*, the *Bibliographic Index* (3) (21). Serials of local interest, unindexed books, and facts later than those found in the current *World Almanac* are indexed, and in the last two, placed in the books themselves (11). Likewise state documents are indexed for local references (15) and in the same library a glossary index by subject is maintained. By means of this latter index definitions of rare terms in obscure books and monographs are rescued from oblivion. A similar indexing enterprise undertakes to reveal obscure names of persons and places from out-of-the-way directories.

Other unusual indexing projects include that of "California Mineralogists' Reports Arranged by Name of Mine, District, County, Mineral" (6); second-hand catalogs which are clipped for local imprint items to answer questions about the value of patrons' attic discoveries (10); and city ordinances, another variation on the local indexing theme.

One of the most widely encouraged indexing projects is that to local educational opportunities (1). Two copies of each school catalog are received, one for clipping and pasting on the index card and the other for filing. Thus at a glance one can tell in how many places courses on a certain subject are offered.

Biographical indexing is quite common in spite of the two current biographical

services now available, thanks to the recommendation of this Reference Section. For the most part these indexes emphasize individuals "not so great" or local in reputation. One library adds death dates with rather gruesome regularity to its various "who's who's" (10). Another library (17) questionnaired its own local authors and prepared a who's who pamphlet for general distribution.

Two university libraries report significant indexes to reference materials in nonreference sources. One of these indexing projects (19) is confined chiefly to periodicals and does a splendid job of discovering directories, glossaries, statistics frequently lost in bound volumes of journals.

The other project (21) is called a "Classed Catalog of Reference Materials" and is really an index to reference materials in all nonreference sources. It brings to light bibliographies in current serials, for instance, lists of theses, items in various monograph series and in stack materials. Catalog-approved analytic form is used for this indexing which thus becomes a sort of supplement to the *Bibliographic Index*.

In summary, reference librarians are continuing to make a major contribution to the selection and organization of reference sources that cannot but aid materially all of those agencies and individuals now hotly engaged in the pursuit of stray facts and serious investigations.

Reference Personnel

First among the policies that tend to strengthen the department and bind the staff in a unit are frequent round tables on new reference materials (3) and on questions and problems that have arisen in the daily tasks. Strong participation

by staff members in the formulation of procedures and the planning of organization is noted. Unanswered or difficult to answer questions are discussed by the staff.

But most significant in the twenty-two letters is the trend in the direction of subject specialization. The anomaly of a walking encyclopedia equally equipped to aid research in all fields appears to be on the way out even in medium-sized public libraries. Departmentalizing and assigning of individual staff members for reference duty to the departments related to the individuals's equipment (3) are accepted policy in public libraries. And in university libraries the tendency is to organize reference service by curriculum and research fields (22).

Strongly stressed by several reference librarians is the need for closer cooperation with the catalog department. Too often in the opinion of one (2) the reference librarian is inadequately trained in cataloging. "My experience has been that too many library school graduates think they want to do reference work and too few have sufficient background, the ability to organize material, or sufficient knowledge of cataloging . . . many of them can search out information, but few of them seem able to make records that others can use. Somewhere along the line the library schools (familiar professional goats) have failed to impress their graduates with the importance of the fundamentals of cataloging and many files are suffering from this defect."

Somewhat to offset this defect this correspondent continues, "we are trying here to have frequent short staff meetings of all those who do reference work . . . our plan is to pool information, to call attention to obscure sources, to examine all

new books, both reference and circulation, to keep a record of questions not answered satisfactorily, and to post frequently on the staff bulletin board new subjects added to the catalog and to the vertical file."

Another reference head requires all of her staff members to divide their time equally between the two departments (20). As she puts it, "a knowledge of the catalog is extremely valuable to readers. A knowledge of the point of view of readers seeking information is also of value to the catalogers in their work." Since an important segment of reference work in this library concerns itself with information about books, this cataloging-reference work combination provides the reference worker with good in-service bibliographic training.

Although the increasing emphasis on bibliographic training and subject background suggests increasing awareness of the reference worker's research responsibilities no corresponding intimations of impending greater teaching responsibilities is evidenced. True, university libraries are continuing variations of their freshman courses and some advanced bibliographic units for graduate students and teachers, but neither university nor public reference workers have yet succeeded in crossing the bridge that separates reference service from classroom teaching. The nearest thing to it reported is a high school cooperation plan (4).

Reference Services

What then are the services that American reference librarians are performing? Aside from the time devoted to the organization of materials and personnel for these services, answering questions and promoting use constitute the principal functions. Fact finding, research, instruc-

tion, and publicity are the big four in the reference librarian's daily calendar of duties.

Fact finding questions are usually defined as those that can be answered quickly by one specific fact, such as the population of a city, the name of a place, the birth date of a person, etc. In some libraries these "short order" reference questions are handled mostly in the circulation department (11) and turned over to the reference department only if they require more than ten minutes search.

If questions are not immediately answerable most reference procedures call for recording of the question on a form slip with the reader's name and the time wanted. Answers are promised later and if the patron has a phone he is called (13). While the question is in the process of being answered it is kept in a visible file (11) or in a card quick-reference file (8). As soon as the answer is found the reader is notified and the record filed for future reference if the question is one which suggests future value (16). One reference librarian has even suggested that these cards containing answers be filed in the main catalog under subject (25).

If the assistant of whom the question was asked is unable to find the answer, he cites the sources consulted, initials the card, and hands it to the head of the department who then either assigns it to other assistants in succession until the answer is found or undertakes it himself. Failure to discover a satisfactory answer leads to appeals for outside help from authorities locally by telephone and out of town by mail (8). Continued failure results in submission to the fugitives department of the *Wilson Library Bulletin*.

A somewhat different procedure is followed with research questions. The dis-

tinction between reference and research is probably not clear-cut, although there is a vague feeling that the former is popular and the latter scholarly. From the standpoint of the reference worker, research questions are the type that cannot be answered with a simple fact. They involve an unlimited amount of material and time and are never liquidated although they may be satisfactorily disposed of for the purposes of the inquirer.

Various policies and procedures have been formulated by reference departments. A psychologically simple and direct policy has been adopted by one department (14), "Get something into the inquirer's hands at once . . . even if it does not contain the full answer. This serves to occupy him and take him away from the information desk to a chair, giving the librarian a chance to collect pertinent data for him and to take care of other patrons."

Another department (10) has worked out an ingenious device for informing the reader who constantly leaves his seat, when his material is ready. "Cards fastened with Scotch tape to the upright section of a metal book end" advise the reader to inquire at the information desk for the answer to his reference question.

As for the actual searching techniques involved in locating answers and materials no department seems to have developed any such step by step routine as Carter Alexander has suggested (23). Possibly this is considered too elementary for a library school graduate who is at least expected to know basic reference materials well enough to relate sources to questions instantly. Two basic principles, however, well stated by Bagley (24) are generally accepted as necessary in handling reference questions: (a) Work from the simple to the complex, searching first in the more

obvious, popular sources and last in the specialized out-of-the-way tools, and (b) Proceed from the broad to the specific, beginning with the general background tool rather than with the detailed monograph.

In the course of answering questions some instruction in the use of the catalog and periodical indexes is generally given, but as one public library put it "no systematic instruction is given . . . students are encouraged to do their own research" (13).

Instructional Projects

Two instructional projects, however, are particularly worthy of note. One is a systematic cooperative scheme developed with the high school (4). The chief features are a schedule worked out with the teachers to prevent overcrowding of the public library reading room, cooperation in working out assignments, and staggered use of various reference materials. To accomplish this the reference librarian visits the high school daily to secure and discuss assignments and to provide teachers with lists of reserves and other related materials. The last three or four years of current magazines are kept in the reference room and other adjustments in the organization of the collection are made as dictated by the seasonal demands.

The other project is a library instructional program carried on for the nurses in the hospitals of the city (16). With some variation this program has been offered to other groups.

One other project which provides educational cooperation although it is not direct instruction is service to teachers and others carrying graduate work and writing a thesis or dissertation (1). From the time the candidate's thesis subject is

known, the library files a card and begins to accumulate citations to all materials in the library bearing on the problem. These materials are gathered and placed at the candidate's desk upon request, where they remain until the degree has been awarded.

The most popular methods of acquainting readers with available reference services and materials is through the media of exhibits, newspapers, organizations, and reports.

Significant exhibits in the fine and practical arts do much to call attention to reference services. Tying up displays of painting, sculpture, handicrafts, pottery, and so forth, with reference materials and with local individuals and groups is one publicity job undertaken by a reference department (1). In the same library industrial exhibits featuring products by local firms and displays of trade catalogs constitute another regular reference responsibility. Garden and travel exhibits in the spring (8) and window sill displays of reference tools helpful in various contests (8) are other projects.

A number of libraries edit for the local newspaper weekly "Information Please" departments. The column "Library Patrons Want to Know" is prepared from recorded interesting, unusual, or popular questions asked in the reference department (6). Occasionally some questions are made up to call attention to new reference tools recently acquired.

Most of the reference departments work very closely with organizations (17). Talks to clubs, and letters and telephone calls for business people are frequent (8). Advice to clubs in selecting topics for study, to home and business people for developing a home library, and to every one on where to buy and sell old and

rare titles is almost routine (14). One suburban library specializes in telephone reference service (5) and another (1) keeps a daily record of telephone calls, and publicizes them.

In addition to some statistics on the number of questions answered, most reference departments are now including sample questions and some descriptive notes on the nature of various investigations. One library (1) culls from the daily records of questions asked, representative ones which can be grouped around an alphabetic list of topics, such as addresses, animal life, architecture, dwelling places.

Summary

The practice of reference in American libraries is on the threshold of something new and big. Librarians, educators, and research workers are all groping for some new understanding of the interrelations of their respective jobs. Increasingly, teachers are replacing conventional classroom recitations with reference procedures, and research workers are endeavoring to master reference techniques and materials, while the reference librarian struggles to extend his usefulness to both.

To date the reference librarian's efforts have seemed to focus on further refining his organizational skills and enlarging his knowledge of materials rather than on integrating his services with social needs. He has seemed to be less concerned with initiating services to society than with improving time-worn services previously established. As a result, others less well prepared technically have exploited the newer demands of social and educational surveys, teaching, defense, and even popular curiosity.

The real challenge confronting the reference worker is in the unconventional

demand from schools, from industry, from government that has not yet been formulated or verbalized into a recognizable reference question. The real question confronting our professional group is this, "Have we the imagination and the courage to initiate an information service that will speed up emergency research? Can we bridge the gap between formal classroom and informal library with an instructional service that will improve the learning process? Will we accept the responsibility of satisfying popular curiosity entertainingly?"

Paraphrasing the "jingo" British policy, "We have the sources, we have the personnel, and we have the services too." There is no question we can undertake the broader practice of reference if we will.

LIBRARIES AND READINGS CITED

Cooperating Libraries—Public

1. Bridgeport, Conn. (Sarah H. Griffiths, reference librarian)
2. Council Bluffs, Iowa (Eva T. Canon, librarian)
3. Detroit (Mabel L. Conat, reference librarian)
4. Haverhill, Mass. (Louise D. Crowell)
5. Highland Park, Ill. (Mary A. Egan, librarian)
6. Long Beach, Cal. (E. H. Davis, reference librarian)
7. Los Angeles (Althea Warren, librarian)
8. Louisville (Edna J. Grauman, reference librarian)
9. New York (Ralph H. Carruthers, in

- charge photographic service)
10. Pittsburgh (Alice Thurston McGirr, reference librarian)
11. Pomona, Cal. (Sarah M. Jacobus, librarian)
12. St. Paul, James Jerome Hill Reference Library (Helen K. Starr, librarian)
13. St. Paul Public (Irene Knapton, in charge industrial arts room)
14. Seattle (Doris L. Mitchell, reference assistant)
15. Des Moines, Ia. (Lucille Stull, reference assistant)
16. Rochester, N.Y. (Gladys E. Love, reference librarian)
17. Denver (Doris Wells, reference librarian)

Cooperating Libraries—University

18. Indiana (Estella Wolf, reference librarian)
19. Wisconsin (Louis Kaplan, reference librarian)
20. Yale (Anne S. Pratt, reference librarian)
21. Joint University Libraries (Frances Cheney, reference librarian)
22. Teachers College, Columbia University (Clara Esther Derring, reference librarian)

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23. Alexander, Carter. "Technique of Library Searching." *Special Libraries* 27: 230-38, Sept. 1936.
24. Bagley, W. A. *Facts and How to Find Them*. Pitman, 1937.
25. Betten, F. S. "Catalog Is to Serve the Patron." *Catholic Library World* 8:1, Sept. 15, 1936.
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College and University Libraries and National Defense

THE Committee on National Defense Services of the A.C.R.L. has been conducting a survey of college and university libraries in the national defense program. The following three studies report the results of that survey and are based largely upon the returns from a questionnaire. In a future issue it is hoped that some further analysis and comment can be made upon the factual material here presented.

THE EDITORS

By EUGENE H. WILSON

Survey of Libraries in Colleges and Universities Which Are Giving Engineering Defense Training Courses

Dr. Wilson is assistant librarian of Iowa State College, Ames.

As this report was being prepared a press release dated Aug. 5, 1941, from the U.S. Office of Education announced the widening of the sphere of the engineering defense training program and a change of title to Engineering, Science, and Management Defense Training. Under the new program institutions granting degrees for study in chemistry, physics, and business administration became eligible to give short, intensive training courses of college grade to present and prospective workers in industries and government agencies concerned with national defense. Since practically all of the colleges included in this survey can qualify for participation in the newly-authorized fields, the demands upon the library are likely to be more intensive than the present survey indicates they have been under the engineering defense training courses.

Under the provisions of the first engineering defense training program approximately 2300 courses were set up for

over 130,000 trainees by 144 engineering colleges in 47 states, the District of Columbia, and Puerto Rico. Eighty-three of these institutions are represented in this survey. The librarians of ten of these eighty-three institutions explained in more or less detail why they did not answer the questionnaire and in some instances their letters gave more information than was contained in several of the seventy-three questionnaires which were returned. Five of these ten stated that they had noticed some increases while the remaining five stated they had not noticed any increased demands, usually giving as an explanation the fact that they were located far from industrial centers or that the persons taking the engineering defense training courses confined their studying to textbooks.

Several wrote that they had noticed no increase or only slight increases because their ordinary work was along these very lines. The librarian of Texas A. and M. expressed his staff's reaction to the questionnaire as follows: "The truth is that

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the questionnaire hardly fits this library. We are a highly technical college offering majors in engineering, agriculture, veterinary medicine, and some social sciences. As far as the library staff can see, the national emergency has made no change in the character of the technical courses taught here, perhaps because they are, already normally, in the fields vital to defense. Consequently the defense emergency has not changed the quantity or kind of calls made on the library."

Two indicated that lack of statistics and

their particular setup would result in an entirely wrong picture of their activity if they tried to fill out the questionnaire.

The most interesting comment came from the librarian of one of the larger universities who explained that because of limited staff he could not answer the questionnaire, and then added: "I believe a good deal of the information you need may be found in the *Report of the Resources of University Libraries* printed by the A.L.A. about 1921."

Part I. The Library's Service to Industrial Mobilization

Increased Demands

To the question "Do you perceive increased demands resulting from present industrial training courses?" Fifty-nine or 81 per cent of the seventy-three librarians answering the questionnaire replied "yes" and fourteen or 19 per cent replied "no." Practically all of those replying in the affirmative added comments as to the extent of the increase, and study of these comments reveals that in general there has been no marked increased demand for service from these college and university libraries.

The comments appearing most frequently to express the extent of increased demands are "slight," "limited," "not very marked," "noticeable," "limited to engineering collection," and "only in engineering library." One point frequently mentioned is that the engineering defense training students have their time so fully occupied day and night that their textbooks are about all the reading for which they have time.

Typical of such comments are the following:

Only slight increase in demands upon this

library is in evidence in spite of the fact that this college has approximately five hundred men enrolled in Engineering Defense Training courses. These classes are attended by men who are employed during the regular working day; hence the courses are presented in such a way as to require a minimum amount of outside search and reading. (Newark College of Engineering)

We have about five hundred men taking Engineering Defense Training courses, some being day courses, some evening courses. We are in close touch with the faculty committee handling this program. We were asked to provide a few extra volumes in ordnance and ballistics, and one or two instructors bought small collections for their offices. But a canvass of all instructors giving these courses has brought unanimous response that no more library books, and no more copies, are needed. The fact seems to be that the students have their time so fully occupied day and night that their textbooks are about all the reading they have time for. Nevertheless there is some slight demand from these men. (M.I.T.)

The enrollees for these courses come from a surrounding territory as far as sixty miles away. Hence, there is little opportunity for them to use the university library services, considering that the courses run for three hours in the evening, and they have to travel back and forth. (Norwich University)

The courses given in our defense pro-

gram are all laboratory, or textbook courses and since the students are employed during the day, and the classes are two and three hour sessions, there is little time for outside reading. (Rensselaer Polytechnic Institute)

Despite the preponderance of librarians reporting only slight increases in demands, a few reported very definite and sizable increases, usually limited to engineering subjects.

Since the first of the year the Lewis and Armour divisions of the Illinois Institute of Technology have pressed into their already crowded evening schedules 1400 students in E.D.T. courses. As a result of this sudden increase in the number of courses being offered and the influx of new students, the evening use of library materials at the Lewis Institute of Arts and Sciences has increased by 25 to 30 per cent. (Illinois Institute of Technology)

We have some national defense courses here on the campus, and we notice a great increase in the use of our technical books, especially in tool making, welding and aviation mechanics. (South Dakota State College)

The Engineering Library attributed a 10 per cent increase in circulation to the use of the library by students enrolled in the Engineering Defense Training Courses. An even larger increase has been observable in the reference service. Increased reference service has been given to instructors who

are teaching the courses offered under the E.D.T. program. (University of Texas)

The E.D.T. courses . . . have brought a large increase in demand for material on many technical subjects, in particular industrial management and related subjects, navigation, shipbuilding and naval architecture, and welding. All material connected with aeronautics has become increasingly popular. The use of our material on other technical and scientific subjects has also shown increase. (California Institute of Technology)

In the field of engineering the student registration has increased 56 per cent in three years, with a corresponding increase in the demands made on the library facilities. (College of the City of New York)

Typical comments of librarians reporting no increased demands are the following:

These twelve sections are all taught by regular university engineering faculty members. . . . The library has not noticed any increased demands upon it because of these courses. (University of Cincinnati)

So slight that for all practical purposes can be considered as non-existent. (University of Maryland)

There has been no attempt to stimulate use of special books on the part of the men in the classes. (Case School of Applied Science)

Several librarians report that the de-

TABLE I
Number of Libraries Reporting Increased Demands in Various Subjects

Subject	Number of Libraries Reporting	Subject	Number of Libraries Reporting
Aeronautical design	46	Optics	13
Chemical engineering	33	Ordnance	20
Communications engineering, including radio	35	Production engineering and supervision	26
Electricity	21	Shipbuilding and naval architecture	11
Engineering drawing	38	Structural design	23
Foundry practice	26	Tool engineering	31
Industrial management	31	Welding (design and supervision)	28
Internal combustion engines	28	Airplane piloting and servicing	8
Machine design	38	Ballistics	1
Machine shop practice	42	Civil engineering	7
Map making	12	Explosives	7
Materials inspection and testing	35	Mechanical trades	7
Mathematics	10	Sanitation	2
Metallurgy and metallography	20	Specifications & reports	2
Navigation (surface and aerial)	30	Training methods	1

TABLE II¹
Estimated Number and Cost of Additional Volumes Needed to Meet Increased Demand

Subject	Vols.	Total	Cost	Total
Aeronautical design	3-500(27)	1378	\$12-2000(26)	\$4607
Chemical engineering	10-1000(16)	1720	36-4100(15)	6621
Communications engineering, including radio	1-150(18)	528	3-400(16)	1420
Electricity	5-150(12)	550	20-400(12)	1925
Engineering drawing	3-1600(19)	2075	10-2500(18)	4640
Foundry practice	3-200(13)	447	15-80(11)	469
Industrial management	1-600(16)	866	3-2000(16)	6103
Internal combustion engines	4-500(13)	843	15-800(12)	1746
Machine design	3-200(17)	693	15-400(16)	1560
Machine shop practice	5-100(23)	677	15-400(21)	1733
Map making	3-50(7)	120	6-400(8)	731
Materials inspection and testing	2-100(20)	659	3-350(17)	1524
Mathematics	4-100(11)	287	20-200(10)	605
Metallurgy & metallography	1-500(15)	919	6-2000(14)	3200
Navigation	4-200(14)	454	10-800(12)	1454
Optics	5-50(4)	75	20-75(3)	120
Ordnance	3-50(8)	137	11-150(7)	483
Production engineering and supervision	1-1400(12)	1631	5-3200(11)	3868
Shipbuilding and naval architecture	4-30(7)	101	25-275(7)	586
Structural design	6-150(11)	298	5-800(14)	1280
Tool engineering	5-347(18)	857	20-800(18)	2311
Welding (design and supervision)	2-200(15)	457	5-800(14)	1280
Airplane piloting and servicing	12-25(3)	62	50-100(4)	285
Automobile and truck servicing	10-24(2)	34	40-100(2)	140
Civil engineering	5-150(5)	190	20-40(3)	100
Explosives	5(1)	5	65(1)	65
Mechanical trades	12-200(4)	236	50-400(4)	550
Sanitation	10-10(2)	20	30-40(2)	70
Specifications and reports	2-5(2)	7	6-15(2)	21
Totals		16,335		\$49,613

¹ The table is to be read as follows: For Aeronautical design, 27 libraries reported needs ranging from 3 to 500 additional volumes, a total of 1378; 26 librarians estimated the cost of additional volumes needed at sums ranging from \$12 to \$2000, a total of \$4607.

mands for increased services come chiefly from the faculty members who are giving the defense training courses. Cornell University reports increased demands "to a limited but quite definite extent by the faculty members giving courses in national defense . . . a few students have used the library but as a rule it is the instructor preparing his lectures."

Material Needed in Defense Training Courses

A total of sixty-six librarians indicated the subjects for which there had been increased demands in their libraries, thirty-eight estimated the number of additional volumes needed to meet increased demands, and forty-one estimated the cost of additional volumes needed to meet increased demands. Their replies are indicated in the preceding tables, followed by comments upon the data presented.

No comment appears necessary on Table I. The last eight subjects listed were added by librarians in checking the list and as they did not seem to combine as specifically with the original subjects as did some others which were added they were tabulated as reported.

Because of the extreme ranges² and abnormal distributions found in the various items of Table II, no attempt is made to determine statistically a central tendency of volumes needed or of probable cost. As an example of the manner in which each subject in Table II might be considered, in engineering drawing the mean is 109, median 15, and mode 5. The fact that sixteen of the nineteen

² The maximum figure for most subjects was reported by Pennsylvania State College where the Extension Library has been set up to handle the books for "an immense governmental project under way in defense training. The present program has some 12,150 students enrolled in defense courses in about fifty cities within the state."

librarians estimated their needs at thirty-five volumes or less indicates the distortion of the actual situation which would exist if the mean of 109 were accepted for engineering drawing. Thirty-eight librarians indicated increased demands for material in engineering drawing, but only nineteen indicated that additional volumes were needed. Eleven of these nineteen librarians estimated that fifteen volumes or less would meet their increased demand. Since only eight of the eighty-three libraries indicated a need for more than fifteen additional volumes, it would seem safe to conclude that the libraries could meet the increased demands for material in engineering drawing without any undue strain on their finances.

The point which stands out prominently is that most of the libraries report that their collections are adequate in the majority of the subject fields, but where additional volumes are necessary, generally from ten to twenty-five are regarded as sufficient.

If any additional money were available, twenty-four librarians indicated they would spend it for more titles, six would spend it for more copies of titles now held, and twenty-six would spend it for more copies and more titles. The percentages suggested to be spent for more titles ranged from 5 per cent to 95 per cent, the central tendency being about 75 per cent. Forty librarians offered estimates of the percentage of their entire collections of value in meeting demands for material on national defense subjects. These estimates ranged from 1 per cent to 100 per cent with a median of approximately 25 per cent. Most of the estimates of 50 per cent and higher were stipulated as applying only to the engineering libraries of the schools concerned.

Expenditures for Defense Materials

Twenty-two librarians reported no increased buying of books in vocational and technical subjects, and of forty-four which reported increased buying, twenty-eight gave the following figures of increase: \$9, \$22, \$31, \$60, \$91, (3) \$100, \$125, (2) \$150, \$180, (2) \$200, \$265, \$270, \$286, \$300, \$429, (2) \$500, \$670, \$700, \$1000, \$1250, \$1400, \$4500. The percent of increase was given as follows: (3) 4, 5, 6, 10, 11, 20, 22, (3) 23, 24, (3) 25, 30, (3) 35, (2) 36, (2) 43, 50, 64, 71, 79, (2) 100, 193.

Amounts spent last year were given as follows: \$24, \$80, (2) \$100, \$155, \$161, \$170, \$296, \$300, \$335, \$500, \$575, (2) \$600, \$645, (2) \$700, \$750, \$780, \$902, \$980, (3) \$1000, (4) \$1100, \$1176, \$1250, \$1864, (2) \$2000, \$2284, \$2400, \$2460, \$2770, \$2920, \$5000, \$6000, \$13,075, \$14,700.

Amounts being spent currently were given as follows: \$25, \$30, \$42, \$120, \$170, \$356, \$450, \$455, \$470, \$500, (3) \$600, \$645, \$675, \$700, (2) \$750, \$960, (3) \$1000, \$1032, \$1075, \$1100, \$1180, \$1200, \$1300, \$1650, \$1800, (3) \$2000, \$2500, \$2534, \$2600, \$2700, \$4000, \$4550, \$5000, \$7400, \$14,700, \$17,575.

General book funds were the source for expenditures in forty-six libraries, specific book funds in twelve, and unallocated funds (i.e., reserve, contingent, etc.) in six libraries. Forty-six libraries reported no additional funds for the specific purpose of increasing holdings in vocational and technical materials and twenty-two reported having received such funds. Grants from the Federal engineering defense training fund were reported in the following amounts: \$15, \$22, \$45, \$50, \$70, \$100, \$162, \$200, \$250, \$300, \$659, \$700, and six colleges reported receipt of

Federal funds without listing amounts. Other sources of funds were: Carnegie grant \$110, C.A.A. \$100, university graduate school \$100, engineering equipment fund \$100, and general college funds \$300. Thirty librarians reported no attempt to secure additional funds and thirty-seven reported such an attempt.

Personnel

Of twenty-six librarians who reported they were limited in meeting known or possible needs by lack of enough trained personnel only eight specified the lack was due to defense courses, and seven stated specifically it was an old problem. Thirty-nine indicated no such lack. In regard to specialized personnel, twenty indicated a need for technical specialists, but only three specified this need was due to defense courses.

Cooperative Measures, Special Services

Only twenty-nine librarians mentioned any cooperative measures undertaken with other libraries; almost as many, twenty-seven, stated no such measures had been undertaken; and the remaining librarians did not answer the question. An increase in the number of interlibrary loans was mentioned by eighteen librarians. California Institute of Technology reported an increase of over 100 per cent in the number of interlibrary loans made from

its library, most of the material being loaned to the various aircraft companies of that region. Other cooperative measures and the number of libraries reporting them are: microfilms, 8; assistance to professional people outside the university, 4; lending large collections, 3; cooperating with local public libraries, 3; checking holdings with the A.C.R.L. defense list, 3; photostats, 2; compiling union catalog for area, 1; and notifying local libraries of books reserved or recommended for defense courses, 1.

Installation of special services to meet industrial and industrial training needs was reported by 22 libraries; 48 reported no such installation, and the remainder did not answer. Special services most frequently mentioned were: providing special sections for engineering defense training books, 9; sending books to university extension classes for use of nonuniversity students, 5; sending books to workers in defense industries, 3; preparing defense bibliographies, 3; and keeping the library open longer hours for defense students, 2. Services mentioned only once were preparation of book lists, lecturing on library facilities to engineering defense training students, providing technical magazine delivery service to engineering defense training instructors, opening a new technical department, sending books to engineering defense training instructors, and sending books to state departments.

Part II. Reference Service Needs in Industrial Mobilization Courses

This section of the questionnaire sought to discover ways in which college and university libraries might assist in providing information needed by the faculty, students, firms, and organizations in con-

nection with the present emergency.

The first question was: "What changes have taken place in the curriculum and how have they affected the library? (Shifts in subjects, shifts in method)"

Practically all of the sixty librarians who answered this question reported no changes in the curriculum, interpreting the defense courses as being outside the curriculum. One university librarian stated: " 'Defense courses' now being given are purely of an adult 'in-service' nature and cannot be considered as part of the regular curriculum. Book needs are slight and are satisfied by means of one or two manuals which are not supplied by the library." A college librarian wrote: "Have instituted sixteen 'defense' courses at night, but these courses are not a part of the college curriculum." Another librarian wrote: "There has been no change in the college curriculum. There have been thirteen training courses in national defense work approved and in operation, and one course proposed on which approval is awaited. Five of these courses are given on the university campus, and eight are given at various centers throughout the state. This work is carried on outside of and without interference to the regular college curriculum." Another university librarian wrote: "As far as the normal engineering curriculum is concerned, it has not been materially changed since the country became interested in defense activities. As you know, colleges and universities alter their curricula slowly, and it is always a drag between what should be taught and what is taught."

Several librarians mention new courses added to the curriculum, but most of these courses represent a shift in the topic emphasized rather than a change in the curriculum. Examples are a new course on defense legislation given by the government department at Texas University, a course in the economics of war at the University of Akron and at Norwich University, and a course in South Amer-

ican civilization given by the Spanish department at Iowa University. Greater emphasis on the use of current publications in teaching courses in history and economics is reported by several librarians.

A number of shifts in student registration, usually resulting in increased enrolment in the engineering departments, are reported. The College of the City of New York reports: "No important shifts in curriculum have affected the library but a shift in student registration has made itself felt. Previous to 1938 the mechanical engineering department was almost the smallest in the school. While registration in other departments has remained the same or has risen only slightly, the number of students taking the mechanical engineering course has more than doubled. Since the collection in mechanical engineering subjects was correspondingly small three years ago a particularly heavy demand has been noticed in this field."

Very few librarians reported any co-operative measures undertaken with governmental defense agencies and with defense industries other than making inter-library loans, preparing bibliographies, and giving assistance to faculty members employed in research for government agencies and defense industries. It should be realized that many of these colleges and universities are not located in industrial centers. It appears that defense industries are relying more upon their own special libraries or upon the technology departments of the public libraries. The librarian of the University of Washington Library wrote: "Please bear in mind that our institution is located in a city which contains an unusually progressive and active public library. I believe most of the industrial mobilization demands are being

received by the Seattle Public Library. The Boeing Aircraft Company has supplied the public library with funds for the purchase of books within the field of aeronautics."

Examples of Services

Examples of services rendered by libraries located near governmental defense agencies and defense industries are the following:

The library numbers among its borrowers some eighty industrial and manufacturing plants, many of them working on defense contracts. Two nearby government agencies, Raritan Arsenal and the Signal Corps

at Fort Monmouth, are constant users of the library's resources. (Rutgers University)

No exceptional measures; merely an intensification of service always rendered to such agencies as Watertown Arsenal, Newport Torpedo Station, and various navy yards—often by mail. Defense industries have free use of the library as needed. (M.I.T.)

We have always cooperated with our local industries by doing reference work for them and by lending them material. (Lehigh University)

Besides serving the members of the Rice Institute, the library meets many calls from research workers in neighboring industrial concerns. (Rice Institute)

Part III. Understanding the Meaning of Events

This part of the questionnaire sought to discover how libraries may help in promoting a clearer understanding by individuals, groups, and agencies, of the social and civic problems facing America.

TABLE III
Demands for Material on Current Problems

Subjects	Number of Libraries Reporting No Increase	Number of Libraries Reporting Some Increase	Number of Libraries Reporting Great Increase
Aims and character of the totalitarian powers	6	38	13
International cooperation	10	36	7
Military and economic problems	4	36	15
Propaganda methods	5	37	14
Trade relations	13	26	8
Unemployment	23	17	5
Youth problems	31	23	7
Analysis of failures of democratic powers		1	1
Camouflage and bomb shelters			1
Censorship		1	1
Democracy			1
Dietetics			1
Geography and maps			2
Labor and labor relations		3	1
Negro in national defense			1

The librarians' estimates of the demands from individuals and groups are shown in Table III.

The supply of books in this field was reported adequate by twenty-six librarians and inadequate by fifteen. Three specified a need for material on South America and two a need for military science material. Several stated that they had been purchasing an increased proportion of books on these subjects for the past several years.

At Texas University "the rate of acquisition has been increased in these fields recently because more material has been available. The library has attempted to acquire all government documents relating to these fields in an attempt to anticipate a future need." A number of librarians reported they were collecting material on the present war and several are building up a collection of material on Latin America. Librarians reporting that their collections were inadequate generally stressed their need for duplicate copies of material already on hand. Several librarians reported they believed their collection was adequate, but they felt the material was not being used as much as it should be.

Pamphlet Materials

There was practically unanimous agreement that pamphlet materials help to meet the demand in these fields. Opinion was equally divided to the question of whether pamphlets are satisfactory substitutes for books. A majority felt that pamphlets should supplement but not replace books, and the comment was frequently made that pamphlets were most valuable for current material not yet available in book form.

Sixteen librarians reported they duplicated pamphlets freely and forty-nine said they did not. Special efforts to circulate pamphlets were reported by only twenty-six librarians while thirty-five reported no such efforts. Since there was general agreement that pamphlet materials help to meet the demand, and since they are relatively inexpensive, it is surprising that so many librarians report no special efforts to circulate them.

Of the special display methods which had been found effective, display cases were reported by forty-one librarians, lists of new pamphlets on bulletin boards by fifteen, preparing lists by six, lists in the college paper by four, and giving talks on pamphlets by one.

Responsibility of Library

Varied and definite comments were received from most librarians to the questions:

1. What do you think about the responsibility of the library for promoting study and understanding of the present crisis?
2. Could the library make a significant contribution on its own?
3. Should librarians adopt a positive and vigorous attitude in trying to interest

people concerning the problems around them?

Practically all agreed that the college or university library has some responsibility for promoting study and understanding of the present crisis, but a number expressed the opinion that the responsibility belonged more properly to the public library. A majority believed that the college library could not make a significant contribution on its own. A conservative tendency was predominant in the comments regarding the adoption of a positive and vigorous attitude in trying to interest people concerning the problems around them. The prevailing opinion was that the library's main responsibility and contribution lay in making available materials on all aspects of these controversial questions.

Comments

The following comments indicate the type of opinions expressed:

The college and university library serves a restricted personnel. It is a service branch. It attempts to maintain a long range policy compatible with the policies and objectives of the institution it serves. College librarians are far less qualified to promote, etc., than many of their colleagues on the faculty. They may attempt to make known the resources of their own and neighboring libraries, utilizing the expert knowledge that is at hand in their institutions. Subject lists similar to those currently issued by the A.L.A. are most useful. Frank comparison with reference to earlier ones; this is what is needed. I sincerely hope that the A.L.A. does not attempt to obtain funds from the national defense appropriations, for books or services. (University of Maine)

Undoubtedly libraries have a responsibility for promoting study and understanding of any crisis or problem whether it be economic,

social, moral, racial, religious or political. It seems to me, however, that public libraries have a greater opportunity and consequently a greater responsibility in this respect. The patrons of a college library are principally concerned with acquiring an education and to this end devote the major share of their time to formal course work. The major function of a college library is to provide materials needed for such work. I believe, of course, that some stimulation can, should and has been given in the past to the study of non-curricular problems. The particular problem has changed at the moment. Judging from the amount of interest which displays have aroused here it would seem that the library is capable of making a contribution of some significance. (University of Maryland)

If the library fails to be an active social agency and defense agency it may cease being anything. (Utah State Agricultural College)

Libraries with limited staffs will be hard pressed to keep up with the regular teaching demands without embarking on side shows. (University of Kansas)

There is some danger that the library may become a weather vane, changing its direction with every ephemeral breeze and achieving nothing in a permanent sense. I believe that it should undertake to supply the materials required to satisfy any serious and important demand—indeed it may legitimately stimulate such demands—but I believe that the national defense emergency constitutes only one (and a temporary one) legitimate and important interest. (Wayne University)

Since this is addressed to university and college libraries, an answer should be made on the basis of their work and the present world condition. As an institution I do not feel that the library is in a position to make an important contribution towards promoting any "study and understanding of the present crisis." I feel that we delude ourselves when we think of the library being more than a contributing service to the general result of a college educa-

tion. We are not in a position to exercise a great deal of influence—certainly nothing that can be compared to the position and opportunity of the teacher. I do not feel that librarians need to be nonentities—they should have positive convictions and an interest in the students and acquaintance with them which will make it possible to express these convictions. (University of Connecticut)

Where time and the material are available, I believe an effort should be made to display and otherwise make available material pertinent to present-day questions, but I do not believe that librarians should be social reformers, just because they are librarians. There is a place for social reformers, and individual librarians could be very effective, if they were so inclined, but librarians as a class, or as a total unit, should not endeavor to act as social reformers. (Norwich University)

As I see it from the work here, the librarian cannot assume any responsibility, the demand must come from those teaching the courses and the library must be willing to meet any demand but I do not see how I can prepare for any such demand at the present time. Nor do I see how the library can adopt a more vigorous plan than is already followed. I am sure we are awake to the possibilities and will meet any need that comes but I do not think we can go after increase in service beyond that which we are now rendering. (Rensselaer Polytechnic Institute)

Considering the intense interest of everyone in the present crisis, the library's job may well be limited to securing and making available *good* material appropriate to this interest. The present crisis hardly needs to be advertised. (Union College)

The entire university, administrative officers, faculty and student body are gravely concerned in a study of the present crisis. The library contribution to this study is the service it renders to these groups in making available the resources of the collection. (Rutgers University)

Responsibility and Opportunity

Of course there is a responsibility for promoting understanding of the present crisis, opportunity for the library to make a contribution on its own, and need for a positive and vigorous attitude, but at a Land Grant College such as M.S.C. the library has many other responsibilities, and should take its cue in its attitude regarding the present crisis from the president of the institution who, after all, is the chief policy-maker of the institution. Librarians should adopt a positive and vigorous attitude in trying to interest people concerning the problems around them but they must also be careful not to appear belligerently partisan. (Michigan State College)

It is difficult to see how the library as an educational institution can evade responsibility for promoting study and understanding of the present crisis. I believe a library's most significant contributions at this time should be in the fields of adult education, Americanization work among the foreign-born and industrial mobilization. Special emphasis should be placed on extending library facilities to labor, a phase of library work which has been for the most part neglected. Libraries located in industrial cities and towns should make greater efforts to bring their services to the laboring groups. (Louisiana Polytechnic Institute)

The library, like all other institutions, is confronted with the tasks which should have been done during the years. The emergency should be met by speeding up and intensifying the program which has always been the library's aim. (Oregon State College)

The university, through other agencies, student discussion groups, special lectures, etc., is active along these lines. The Library does not take an active part in these programs but aims to provide material in the subjects discussed. It is difficult to get the time and attention of busy students but we could do more in display of material. The making of lists and bibliographies we have found a waste of time. I believe the university library makes its best contribution by cooperating with other campus agencies

rather than by having a program of its own. (Purdue University)

I firmly believe in giving students the facts on all sides and letting them form their own conclusions. I do *not* favor trying to boost even our own side. That is not democracy. It is propaganda. That faith in democracy which is worth while and which will endure must be based on a firm belief that the thinker knows the best that nazism, etc., can offer and still believes that democracy is better. (University of Cincinnati)

It is the duty of the library to furnish as much material as possible and to make known the fact that such material is on hand.

Communities vary to such an extent that no one ruling fits all cases. In a thoroughly awakened community [the library] should stand in the front line with other progressive utilities and elements of community. In rather backward communities it seems to me the librarian must be ahead of the community and try to awaken vital interests. (University of Vermont)

At present people seem interested in two kinds of general information: what this democracy we are concerned about is; and, background material on the countries involved in war, and the interpretation of daily events abroad, particularly their effect on the United States.

It is the business of all libraries to provide material pertinent to these interests to whatever degree is required to satisfy their clients' needs, either obvious or potential. Furthermore, libraries should accept this obligation positively rather than negatively—in other words, they should discover latent interests, anticipate interests, and engender interests. At the same time they should go about this business in as level-headed a way as is possible under the emotionally-charged conditions they are or will be working under. Librarians will have to remember that most of them are agents of the government and must work within conditions established by the government. (University of Texas)

Since the main way a university library can make a contribution on its own is by

pertinent displays and exhibits it would seem that its responsibility is to make available background material in order that the students may comprehend more easily their lectures and courses given in this field. (University of North Carolina)

As a university library we feel our responsibility is fashioned by the administrative program. As individuals we may seek to define this program by various means, but we do not have the privilege of leading. (University of Nebraska)

Summary

Increased demands for library services have in general been slight in colleges and universities where engineering defense training courses have been given. Students enrolled in these courses appear to have little time for any reading in addition to assignments in textbooks. The demands for library services by the instructors of these courses have to a considerable extent been responsible for the increases reported. The few marked increases occurred where the colleges or universities reporting were located in large industrial or defense centers.

In most cases the libraries which reported a need for additional material indicated that this was not a new need but rather an old need accentuated by the new demands. Ten to twenty-five additional volumes appeared sufficient to meet the needs in most of the subject fields.

Most librarians felt that 75 per cent of any additional funds should be spent for new titles, and estimates of the percentage of the library's collection which would be of value in meeting demands for material on national defense subjects ranged from 1 per cent to 100 per cent. Twice as many librarians had increased their buying of books in vocational and technical subjects as had not, the funds

usually coming from general book funds. Forty-six librarians reported they had not been able to obtain additional funds for the specific purpose of increasing holdings in vocational and technical materials while twenty-two had done so. Thirty reported no attempt to obtain such funds, and thirty-seven reported making such an attempt.

Only eight librarians reported that a limitation in meeting known or possible needs by lack of enough trained personnel was due to defense courses, and of twenty who reported a need for specialized personnel only three declared this need was due to defense courses.

Cooperative Measures

Only a small proportion of librarians described cooperative measures undertaken with other libraries or the installation of special services to meet industrial and industrial training needs. The most commonly mentioned cooperative measure was the interlibrary loan, and the most common special service was providing a special section for engineering defense training books.

Practically no changes have taken place in the curricula of the various schools reporting. There have been a few shifts in emphasis and some increases in enrollment in engineering. No special cooperative measures have been undertaken with governmental defense agencies and with defense industries.

There has been a general increase in demand for material dealing with the social and civic problems facing America, but most librarians report their supply of such material is adequate. Pamphlet materials are regarded as being helpful in meeting the demand in these fields, but only a small proportion of the librarians

reported any special efforts to circulate them, seemingly being content to place them in display cases.

A number of librarians expressed the opinion that the responsibility of the library for promoting study and understanding of the present crisis belonged more properly to the public library, although college and university libraries should assume some of the responsibility.

A majority believed that the college library could not make a significant contribution on its own, and a conservative tendency dominated the comments regarding the adoption of a positive and vigorous attitude in trying to interest people concerning the problems around them. The library was generally regarded as having met its responsibility if it made available materials on all aspects of these problems.

By CHARLES M. MOHRHARDT

Survey of Libraries in Colleges and Universities Which Are Not Giving Engineering Defense Training Courses

Mr. Mohrhardt is associate librarian of the Detroit Public Library and Chairman of the A.C.R.L. Committee on National Defense Services.

This factual study is based on the answered questionnaires received from twenty-three colleges and universities which are not offering engineering defense training courses. The majority of these institutions offer courses only in the liberal arts field.

Thus, it was not surprising to find incomplete answers to Parts I and II of the questionnaire. Part I considers "the

library's service to industrial mobilization" and Part II, "reference service needs in industrial mobilization courses." The answers to Part III, "understanding the meaning of events," were in most cases comprehensive and illuminating.

An analysis of the answers to Parts I and II, though these are admittedly incomplete, are considered briefly in this study as they offer evidence of carefully prepared programs and of ideas which may be of value to other librarians. The answers to Part III are considered in more detail.

Part I. The Library's Service to Industrial Mobilization

Question 1. "Do you perceive increased demands resulting from present industrial training courses?"

The curricula of most liberal arts colleges include only a few courses which might be considered pertinent to the immediate needs of national defense. In spite of this, however, 30 per cent of the colleges and universities answering this question reported increased demands upon the library for industrial defense training literature.

Most of these institutions are located

in small, nonindustrial communities. Some, like Amherst, report that in their locale are "other adequate libraries more conveniently at hand than ours." Others report situations similar to Antioch College where "three members of Antioch's faculty are teaching courses in nearby cities but Yellow Springs (Ohio) is too small to have a program of its own. A handful of books are being bought for the teachers but students will be supplied with material in the public libraries of Dayton and Springfield."

The answers to this question seemed to indicate that although increased local demands were slight as yet, there was an expected increase in momentum due to an impetus exerted by intangible forces in each community. There are indications that by the time this survey has come to publication these demands will not have diminished in intensity.

Material Needed in Defense Training Courses

Question 2. "Below is an attempt to analyze the specific types of material needed in defense training courses."

The following table has been compiled from the figures given in reply to this request.

The following additional subjects were listed by three librarians: "sources and supply of raw materials," "defense industries," "industrial education."

Question 3. "How would you spend the amount listed in question 2C (Column C, Table 1) a. For more titles? b. For

more copies of titles now held? What percentage of your entire collection is of value in meeting your demands for material on national defense subjects?"

In answer to the first part of this question five librarians replied that the money would be spent for more titles, one that additional money was needed for more copies, while fifteen gave no answer.

As to the percentage of the collection which is of value in meeting present demands estimates ranged from "practically none" to 20 per cent. One librarian commented that "in engineering practically the whole active collection is of at least potential value. In business, at a rough guess, perhaps 10 per cent. In most other departments a very small per cent, quite impossible to estimate."

Expenditures for Defense Materials

Question 4. "Have you increased your buying of books in vocational and technical subjects? Please give the amount spent last year and the amount you are

TABLE I
Number of Libraries Reporting Increased Demands in Various Subjects

Subject	Column A Number of Libraries Reporting	Column B Estimated Number of Additional Volumes Needed (Minimum and Maximum)	Column C Estimated Cost of Additional Volumes Listed in Column B (Minimum and Maximum)
Aeronautical design	8	10 to 300	\$45 to \$600
Chemical engineering	6	10 to 25	45 to 75
Communications engineering, including radio	7	5	25
Electricity	4	20 to 25	50 to 90
Engineering drawing	5	15	45
Foundry practice	1		
Industrial management	7	10 to 20	40 to 50
Internal combustion engines	2		
Machine design	3		
Machine shop practice	2		
Map making	5	10 to 25	40 to 75
Materials inspection and testing	3		
Mathematics	5	10	40
Metallurgy and metallography	4		
Navigation (surface and aerial)	7	5	20
Optics	1		
Ordnance	4	10	35
Production engineering and supervision	2		
Shipbuilding and naval architecture	2		
Structural design	2		
Tool engineering	1		
Welding (design and supervision)	1		

currently spending. Please indicate the source of these funds."

In reply to the first part of this question five librarians indicated an increase in the purchase of books on defense subjects, ten reported no increase, and eight did not answer. The amounts spent ranged from \$50 to \$10,773 and the percentage of increase ranged from 20 to 500 per cent. The university reporting the \$10,773 figure supplied the following explanation for this unusually large amount:

For current teaching needs in the seven departments closely identified with defense, there was an increase in expenditures from \$1,283 in 1939 to \$9,087 in 1940. Some of this increase was due to the defense program. For the years 1939 and 1940, an additional sum of \$8,825 was spent for expensive and out-of-print sets in the fields referred to above. On funds outside the library budget, specific departmental operating allotments, there was an increase in expenditures for technical books for office and laboratory use and for texts in industrial education. In 1939, \$960 was spent for such materials, and in 1940, \$1,686. The major part of the increase was for books in industrial education.

As to the sources for these funds for increased buying three reported them as coming from specific book funds, five from general funds, and fifteen gave no answer.

Question 5. "Have you been able to obtain additional funds for the specific purpose of increasing your holdings in vocational and technical materials?"

Four librarians reported that they were able to secure additional funds in amounts varying from \$20 to \$287. The librarian reporting the large amount mentioned in the previous question did not find it necessary to ask for additional funds "since sufficient general funds were available."

Seven were unable to secure more funds and twelve did not answer.

Personnel

Question 6. "Are you limited in meeting known or possible needs by lack of enough trained personnel or of specialized personnel?"

Six reported a hampering of efforts due to lack of personnel but five of these added that this was an old problem and not due to increased demands for defense material. Five librarians expressed a desire for specialized personnel and ten others answered that there was no immediate need for either more or specialized personnel.

Cooperative Measures

Question 7. "Please describe any cooperative measures you have undertaken with other libraries or your state library agency."

This question was answered by eight librarians and most of them reported that no special measure had been taken as it had always been their policy to cooperate with other institutions, industrial firms, and individuals. Four of those answering did, however, mention a noticeable increase in the number of interlibrary loans requested of them and an increase in the number of requests for extensive bibliographies.

Question 8. "Have you installed any special services to meet industrial and industrial training needs?"

Eleven reported that no special services had been inaugurated at present as there had been no need for them. They all were willing to meet this problem when the need arose. The six reporting "yes" to this question revealed a wide diversity of services. For example, one large uni-

versity is supplying technical information to chemical and industrial factories in its state and to faculty members who are serving as consultants on defense projects; another reports that library privileges have been granted to the officers of a nearby air corps training school and,

when needed, to the civilian instructors at this school; others report special vocational and industrial training exhibits in the library and classrooms and reserve collections for the use of students enrolled in Civil Aeronautics Authority training courses.

Part II. Reference Service Needs in Industrial Mobilization Courses

Question 1. "What changes have taken place in the curriculum and how have these changes affected the library?"

Forty-eight per cent of the libraries answered this question reporting curriculum changes with comments upon the effect of these changes. The following excerpts from their comments are indicative of the situations which exist in various localities.

Albion College writes:

... We contemplate both a shift in subjects and a shift in method to meet the emergency. We expect to realize the greatest change in the various science departments and in economics. In certain fields our book collection is inadequate and we are working with the faculty and administration to learn what the probable changes will be in the curriculum, in order that we may be prepared to meet the need, as completely as our finances will permit.

Alma College reports:

New citizenship courses: 1. Orientation study in social science—Freshmen. 2. Studies in American life. The American scene. 3. Detailed study of the American Idea—including international relationships, war, federal union of nations, etc. 4. Seminar courses in democratic living. There is a reading shelf in the library for all of these courses.

The American University, Graduate School, offers new courses "on management in relation to the current emergency

and problems of emergency and post-war reconstruction."

Brooklyn College writes:

We are this term giving for the first time the following courses especially designed to meet the needs of defense: economics of defense and war, ballistics. . . . We have just received a donation of three hundred dollars for books which will be used in a special honors course on American civilization soon to be initiated.

Columbia University states:

Curriculum changes to date are more noticeable in business than in other fields. There, more emphasis is being placed on instruction in economic geography, on the problem of raw materials, and defense industries. Increased emphasis is also noticed on problems of personnel and labor. The library is naturally called upon to build up and organize material on the defense activities of the government, to collect data on raw materials and key industries, and also on labor problems and labor policies. The reference service is called upon for more information on various phases of national economy as affected by the defense emergency such as prices, foreign trade, shipping, etc.

Indiana University reports the following curriculum changes as a result of national defense problems:

1. Problems of business and industrial mobilization. 2. Military science and tactics. Course in aeronautics. Flying. 3. Propaganda analysis. 4. N.Y.A. resident training center. 5. Course in shop work in the university high school. . . . For the

history department a special fund has been appropriated for books, pamphlets, periodicals and newspapers on current history. . . . For the propaganda analysis course a special sum of \$60 has been appropriated for collecting material. For the industrial mobilization course, sixteen books have been purchased during the last eight months. Five copies of each were added to the library. Pamphlets that deal with strategic materials are assembled. These are to a large extent government publications. Books on other allied subjects are being bought liberally.

Northwestern University lists the following defense courses:

South American economy, Hispanic-American history and the United States, the contemporary mind, education and the contemporary mind, aeronautical science, geographic problems of national defense, political geography of the world, totalitarianism, and education and the pressure groups.

Washington and Lee University is offering the following new courses which "have direct bearing upon preparation for national defense . . . military history and policy, military explosives and chemical warfare, military geology

and topography, military photography, and citizenship and defense."

Question 2. "Please describe any cooperative measures you have undertaken with governmental defense agencies and defense industries."

Fifteen libraries have listed their resources in Cannon: *Guide to Library Facilities for National Defense*. These libraries have also checked many other lists and bibliographies for other libraries and defense industries in their states. Four libraries report that they have supplied faculty members engaged in outside defense work with needed materials. Some of these faculty members are serving as consultants with governmental agencies and others as consultants with industrial firms.

Dartmouth College reports:

The department of physiological optics is cooperating with and conducting experiments for the armed services. This is the most conspicuous case locally. There is an official and active local group studying the relation of the college to the present emergency, and it serves as a clearing house for all information and activity. When assistance has been asked, response is generous and prompt.

Part III. Understanding the Meaning of Events

Question 1. "Please check the following list of subjects for an estimate of the demands from individuals and groups." The answers to this request have been incorporated into Table II, which follows.

Two libraries reported increased demands for material on civil liberties, and others reported an increased demand for material on air raid precautions and personnel and management.

In commenting on the supply of books covering the subjects listed in Table II ten libraries mentioned that their present

stock was adequate and four others stated that their present funds were inadequate to purchase up-to-date material.

The following comments are typical of those received in answer to this question:

(Albion College) Some of these subjects have regularly received considerable stress in the curriculum. In those subjects we have not noticed a great increase of attention. We have noticed a greater interest on the part of the students in material contributing to an understanding of present events than we have on actual technical material.

(Amherst College) Apart from the interest which is thus generated in the classroom we recognize an obligation to the college community as a whole in trying to make possible the fullest freedom of thought

TABLE II
Demands for Material on Current Problems

Subjects	Demands		
	Number of Libraries Reporting No Increase	Number of Libraries Reporting Some Increase	Number of Libraries Reporting Great Increase
Aims and character of the totalitarian powers	3	8	4
International cooperation	3	10	4
Military and economic problems	2	0	4
Propaganda methods	3	6	5
Trade relations	5	9	1
Unemployment	5	9	0
Youth problems	5	6	1

and opinion by having available books and pamphlets bearing on all sides of current domestic and international problems. To this end we are spending more money than usual for the acquisition of published materials listed (in Table II) and there has been observable an increased demand for materials on propaganda. In addition we have attempted to bring together a representative body of material on Canada and on Latin America, having in view the problem of hemisphere solidarity.

Pamphlet Materials

Question 2. The answers to this question on the use and value of pamphlets are given in Table III. These questions were answered by two thirds of the libraries receiving the questionnaire.

Responsibility of Library

Question 3. "What do you think about the responsibility of the library for promoting study and understanding of the present crisis? Can the library make a significant contribution on its own? Should librarians adopt a positive and

vigorous attitude in trying to interest people concerning the problems around them?"

In answer to all of these questions nine librarians assumed a positive attitude and two a negative one. The following excerpts are representative of the opinions which were expressed in reply to these questions.

1. We in the library believe that we have a special responsibility at the present time to provide the best information possible on current developments through the best newspapers, magazines, pamphlets and books. We call student attention to these in special talks. We offer special displays. We have a book forum for student discussion of new books. We do firmly believe that librarians should adopt a positive and vigorous

TABLE III
Use and Value of Pamphlet Materials

	Yes	No	As Supplementary Material
Do you find that pamphlet materials help to meet the demand in these fields? ¹	15	0	
Are they satisfactory substitutes for books?	4	4	7
Do you duplicate pamphlets freely?	6	9	
Do you make any special effort to circulate them?	0	5	² (used only as reference material)

¹ "Fields" refers to the subjects mentioned in Table II.

attitude in trying to interest people concerning the problems around them . . . we have been stressing special displays on "Building Our World"—with books and magazines on music, art, travel and other cultural interests that suggest permanent foundations for rich living. . . .

2. Our local situation is such that the college library cannot hope to assume primary responsibility for promoting the study and understanding of the present crisis. However, we have clearly recognized, and have acted upon our recognition of our

obligation to have available the raw materials for such study.

3. We consider it our primary function to supply titles suggested by instructors or called for by students, and others which in our judgement would be useful. We call attention to what we have by exhibits and verbal suggestion. . . .

4. I regret that our replies are so predominantly negative (for question 3). Most of the questions have no conceivable connection with a university library.

5. These questions have been especially designated by department heads in the . . . Libraries as even more silly than many of the others.

6. The library attempts to promote study and understanding of the present crisis by displaying collections of books. These collections are sometimes general books on the subject of democracy, international problems, or allied subjects. The library correlates its display of books with the activities on the campus. . . .

7. In a university library the librarian should surely make good use of whatever free material that is now made available and purchase widely in general fields not covered by any department of instruction. Books on travel and description and books dealing with such questions as democracy and Latin America; general essays dealing with points of view on world affairs—all

fall within the field of general interest. . . .

8. Traditionally our American libraries do not take sides. Actually, of course, they do, as is definitely shown by Esterquest's recent article in the *Wilson Bulletin*. In 1936, in an article in the *Library Journal* (v. 61, p. 185) I wrote, "Perhaps as the pendulum of history swings through its appointed course it may develop that to preserve the tradition of the civilized world, free and untrammelled, librarians may, paradoxically, have to be militant in their opposition to a social order which threatens their freedom." I still stand by this statement and paradoxically, I still believe in the principle of free expression on all sides of controversial issues. We are, after all, libraries in a democracy, and as such, I believe we are justified in *weighting* our service and efforts in favor of democracy, because if our democracy goes down, the democratic principle of free expression goes with it.

9. The library can and should make a significant contribution to the study and understanding of the present crisis. It has been contributing from the beginning in supplying scientific and technical information. It should make available and call attention to pamphlets, books and other materials dealing with contemporary questions. Participation in the intellectual life of the people should be more active than has been typical of the past.

By EDNA R. HANLEY

The Liberal Arts Woman's College Library in the Present Emergency

Miss Hanley is librarian of Agnes Scott College, Decatur, Ga.

In replying to the questionnaire sent out by the A.C.R.L. Committee on National Defense Services each of the woman's college librarians pointed out the obvious fact that Parts I and II concerning industrial mobilization do not concern them directly, but each pointed out that the defense program and the condition of international affairs had stimulated an increased interest which evidenced itself no less certainly on the campus of the woman's college than in technological schools.

The idea chiefly in the minds of faculty, administration, and students is concerned with knowing the facts about the current crisis and interpreting the meaning of events, on the basis of such knowledge determining the place of the college woman in the present crisis, and providing the necessary facilities for training her to fill this place. To this end several colleges are cooperating with such Federal agencies as the National Conference on Defense, and are taking an active part with such agencies by becoming members of various boards. The results of such experience and investigation are stated very adequately by Miss McCrum of Wellesley and seem to be quite representative of the prevailing attitude: "Lines of procedure have been suggested to us by those who have a right to speak with

authority. They tell us that regular study, investigation of source material of a contemporary kind, and the promotion of a campus atmosphere which helps students to live simply, think quietly, and behave tolerantly are the best preparations our students can have for meeting the emergency as it increases." The dean of women at the Woman's College of the University of North Carolina, as a member of the defense commission, is leading the thought there to the idea that "Women in defense of home democracy must buy more intelligently, must budget the home garden for health, must produce more food in their kitchens, must have less waste in cookery, must use more whole grain, must provide more recreation in the home, and more hobbies for building home morale."

Naturally as these specific ideas take greater hold on each campus, there devolves upon the library the task of increasing the speed, efficiency, and enthusiasm of its service and in keeping the latest information available for the students, both for their personal reading and for courses which are being added to the curriculum along these new lines of interest, as well as to care for the shift of emphasis in already established courses.

In most cases, however, the librarian points out that, while it is essential that the library staff be constantly alert to current interests, always informed about

them, and provided with up-to-date materials on them, the position of the library and the interest of the staff must of necessity merely supplement the general interest and activity of the campus as a whole. It is the opinion of Mrs. Little of Mills College on this point that "We can do little more than choose the best material we can find and display it to catch the attention of the public. Those interested will read. We cannot force the others."

Aggressive Leadership Needed

While this is a more negative attitude than most of the librarians indicated, it, nevertheless, is the consistent idea that the definite aggressive leadership must be assumed by the faculty and student body. If and when the students have forum discussions of foreign affairs and aims and methods of the totalitarian powers, when the faculty members add new courses on trade relations, then the library staff should cooperative to the limit of its ability. This cooperation has taken various forms. In some cases the leaders of the student groups consult with the librarians about reading lists on the subjects in which they are interested; on some campuses there is a student library committee which conducts a column in the weekly newspaper. Libraries have had attractive displays of books on current international problems; they have devised individual methods of making the new books more interesting.

However, the contributions which the library staff is either called upon or permitted to make are in direct proportion to the enthusiasm on the campus. Stephens and Mills college reports indicate no particularly organized defense program or widespread interest as compared with Russell Sage, where extracurricular activities

have been supplanted by an organized civilian defense movement, which includes the entire student body as well as the local townspeople who are interested in attending the special training classes. Courses are given in clothing, emergency feeding and nutrition, emergency nursing and everyday mechanics, in civilian activities, in censorship and military intelligence, forum leadership, science techniques, and teaching cooking and sewing skills. Forums are held for special community groups—the Junior League, women's clubs, etc. The college supplies each group with leadership, books, discussion outlines, and illustrative materials. The local radio station broadcasts town meeting and round table discussions, sketches dramatizing the historic role of women in the defense of democracy.

At Stephens and Mills the librarians report very little increased or diverted activity along defense lines, while at Russell Sage the library staff has become the focal point of their outlined program. Special literature of all kinds has to be provided, as well as pamphlets and textbooks for the new extracurricular courses. Radio program material and lists for speakers are in constant demand. The nonstudent participators in the local project are also supplied with materials from the Russell Sage library, and the services of the reference department are at the disposal of the entire community.

Summary of Answers to Questions in Part III

In reporting directly on the answers made on the questionnaire the simplest method appears to be to give a composite statement which includes the prevailing views expressed on each, as well as any interesting side remarks and opinions.

The following table shows in what proportion the interest in the subjects has increased or remained static:

TABLE I
Demands for Material on Current Problems

	Number of Libraries Reporting No Increase	Number of Libraries Reporting Some Increase	Number of Libraries Reporting Great Increase
1. Aims and character of the totalitarian powers		3	4
2. International co-operation		7	2
3. Military and economic problems	1	6	3
4. Propaganda methods	1	6	2
5. Trade relations		0	1
6. Unemployment	2	6	1
7. Youth problems	2	4	2

The comments given on these various subjects prove more interesting than the figures of the table.

1. Aims and character of the totalitarian powers seem to have been the basis for numerous new courses. Mt. Holyoke has new courses on the modern history of Russia, the modern history of France; Harvard and Radcliffe are collaborating to offer a new course on the present emergency. However, material on this subject more than any other mentioned is in demand because of general interest and background material for further study on the present situation. It is also the most talked about subject at forums and discussion groups.

2 and 5. The emphasis on international cooperation and on trade relations has shifted definitely to South and Central America. Wellesley offers a new course in "Social Systems in Latin America" and is adding to its collection of texts on the subject the publications of the Pan American Union, U.S. Bureau of Foreign and Domestic Commerce, and the U.S. Traffic Commission. Stephens is planning to offer

a survey course on Latin America. At Mills' summer session for adults there are workshops in Hispanic-American and Far Eastern problems.

3. The economic problems prevail in interest over the essentially military. Mt. Holyoke offers new courses on economic and social history of modern Europe, and economics of war, along with Europe 1914 to the present. Agnes Scott continues to give a year course on modern European history.

4. In dealing with propaganda the college student is anxious to discriminate between true and false reports and is demanding skilled courses in propaganda analysis, as well as all available reading material to illustrate types of propaganda being issued from any source today. Wellesley during the past year borrowed from Harvard its collection of French newspapers published since the fall of France. The library of Wellesley is now in the process of collecting propaganda leaflets, pamphlets issued mainly just now by the British and German libraries of information in this country, the object being not only to give information now, but to "furnish grist at some future date for an analysis of propaganda used in the second world war."

6. The problems of labor and unemployment, which have developed an economic importance in recent months in connection with defense, have increased the interest of the student in a marked manner. Mt. Holyoke indicates 100 per cent increase in enrolment in courses in labor problems.

7. Various phases of the "youth problem" are being considered on different campuses, from different viewpoints and out of varying backgrounds. At Radcliffe the presence of a refugee student has

aroused the interest of the students there in the problems of students in countries now at war. Mt. Holyoke reports 5 per cent of the student body enrolled in a new course on "Youth and Social Change." The library of the Woman's College at the University of North Carolina is having increased demands for survey material on North Carolina children and youth problems, housing, nutrition, and related subjects.

Other Lines of Interest

In addition to the subjects listed on the questionnaire, other lines of interest are indicated by courses to fill a need not evidenced before. Mt. Holyoke has three new courses of particular interest. One is concerned with the geological history of the immediate vicinity of South Hadley. Students working with faculty members under the auspices of the United States Geological Survey are mapping the local area. The department of physics offers a course in photographic principles and methods and one in radio communication and television. Simmons is offering a new course in public welfare.

With regard to the need for additional books for new subjects, most libraries found that the added courses and interests of the students demanded the purchase of specialized and up-to-date material. Only one reported no particularly new courses and no need for specific buying because of new events beyond what ordinarily would have been thought adequate. On the other campuses the library buying was handled through the ordinary channels for new course material, the amount varying in most cases with the amount of money at the disposal of the library for the purposes. Although this cannot be taken as a general indication of purchases on the average

campus, Wellesley has added four hundred volumes to its special "War Shelf" in the last sixteen months.

The majority of librarians stated a definite value in pamphlet material and a definite effort to build up collections. The chief value in these to most is in their contemporaneous quality. Wellesley has added 350 publications of various government (American, British, French) agencies in the last year, in addition to continuations.

The handling of pamphlet material varies. Some libraries make no particular effort to display it. Others have special displays, bulletin board notices, etc. In those places where pamphlet material is particularly useful, duplicates are frequently made, especially for reserve use. Some libraries even have their pamphlets bound. Wellesley has a more complete system of cataloging for pamphlets than most libraries find necessary so that their students may have greater facility in using the material.

In reply to the committee request that any problems be stated which are hindering individual libraries in their efforts to cooperate most effectively with local defense programs only two were forthcoming.

Mt. Holyoke is very much interested in collecting pamphlets, and finds government publications of particular value. Miss Ludington, the librarian, finds, however, that such documents are increasingly difficult to secure. Many are being issued in too small editions and are not available either for free distribution through the congressmen or by purchase through the Superintendent of Documents. She suggests that the A.L.A. committee would be doing a real service to nondepository libraries if the present methods of distri-

buting government documents could be liberalized and improved.

The Woman's College of the University of North Carolina would like to do more toward helping with the reading, research, and reference needs of the surrounding community, which at present is inadequately served by the small public library, but finds it impossible because the

student body of 2200 more than fills its present building.

In addition, its reference staff is not large enough to permit the preparation of bibliographical reading lists which individuals, clubs, and organizations need, and which the librarian would like very much to put at the disposal of the community.

Aid to Libraries in War Areas

THE A.L.A. Committee on Aid to Libraries in War Areas is currently being concerned with broken sets of American scholarly and scientific periodicals in foreign institutions. The problem presented by canceled subscriptions will be at least partially solved in the future by the purchase and storage of current issues. Through the use of this stock, gaps of a year or more in the files of important research institutions will be filled.

The problems created by mail difficulties and loss of shipments are also being considered. The following brief selected list of missing numbers from one English library furnishes some indication of the future size of this problem:

	1940	1941
American Chemical Society, <i>Journal</i>	Nov.	Mar., June
<i>American Journal of Botany</i>		May
<i>American Journal of Semitic Languages and Literatures</i>	Oct.	
<i>Annals of the American Academy</i>		May

<i>Experiment Station Record</i>	Oct.	Mar.
<i>Geographical Review</i>		April
<i>Industrial and Engineering Chemistry</i>	Nov.	April, June
<i>Journal of the History of Ideas</i>	Dec.	
<i>Library Journal</i>		April
<i>National Academy of Sciences, Proceedings</i>	Nov.	
<i>P.M.L.A. U.S. Government Publications, Monthly Catalog</i>	Jan.	Mar.

The committee believes that a statement now will aid in the eventual solution.

With the imminent paper shortage there is the very good possibility that valuable back numbers of scholarly journals will be sold for pulp. Anything librarians can do to attempt to prevent this action will contribute to the success of our program for the aid of foreign libraries.

The committee will eventually attempt to collect the wartime issues of American scholarly journals, and if faculty men are notified of that future purpose now, the opportunities to acquire an adequate supply should be greater.

Faculty Status in the City College Libraries

Rice Estes is reference librarian at Brooklyn College.

FOR SOME YEARS there has been a distinct trend in college libraries toward the reclassification of professionally trained librarians as members of the faculty or instructional staff of the institution. This trend has grown as the training and educational responsibilities of the librarians have become recognized and appreciated by college administrators. Furthermore, college librarians themselves are taking a much broader view of the role they should play on the campus. They are leaving more and more of their desk duties to be performed by clerks while they, the trained librarians, enter the classroom to instruct the students not only in the use of the library, but also in such subjects as bibliography and research.

This policy of reclassification has been continued by the Board of Higher Education of New York which governs the municipal colleges, namely, City College, Hunter College, Brooklyn College, and Queens College. Three years ago the board began the revision of all by-laws affecting the tenure and organization of the teaching as well as the administrative staffs of these colleges. These revisions were found necessary in order to modernize, simplify, and facilitate the functioning of the various collegiate departments. The changes which the board has made

so far have considerably altered and improved the status of the college librarians, transferring them from a clerical to an instructional title. The history of this change may be of interest and value to other college librarians who wish to see a similar reclassification in their institutions.

In 1938 when the board first began its series of studies, the staffs of the libraries of the city colleges were so ambiguously defined that their exact status was never really understood. The chief librarians were assigned the title of either professor or associate professor and, as such, were included in the faculty. The associate and assistant librarians held no teaching titles but received the same salaries as assistant professor and instructor, respectively. The library assistants, forming the large part of the professional staff, were classified with the clerks, typists, telephone operators, and general administrative assistants. This classification had been effected years ago when men who were not librarians and who knew nothing of library standards or practice were directing the libraries. The library assistants resented their classification for two reasons: (1) They were appointed to do professional work and were performing such duties; (2) their requirements for initial appointment included the baccalaureate and library science degrees, while other employees in the same classification

were required to have no training beyond high school.

When the first proposed change in the new by-laws was distributed, there was general rejoicing in the libraries. The first paragraph of the report which defined the faculty included all library ranks except that of library clerk as members of the "instructional staff." All college employees not in the "instructional staff" were defined as members of the "administrative staff." It was shortly learned, however, that we had rejoiced too soon. When the board actually adopted the by-law, the title, "library assistant," was dropped for no given reason, while the titles, "librarian," "associate librarian," and "assistant librarian," were included with other faculty titles.

Blow at Library Prestige

This action struck a double-edged blow at library prestige. It returned the library assistants to their former clerical position and split the professional staff into two widely separated groups, a small administrative group who participated in the educational functions of the colleges, and a much larger group whose professional work and status were unrecognized. Thus, the new by-law seemed to legalize a situation which was already bad and which would undoubtedly grow worse with the passage of time. Lowering of general standards seemed a natural *sequitur*, while internally there would be continual resentment on the part of the assistants who were to be accorded by the colleges exactly the same status and pay as the library clerks who performed the filing and typing laid out for them by the assistants. This anomaly finally aroused the entire staff to action. They determined to see to it that the new by-law

did what it was purported to do, namely, improve the functioning of the various departments.

Staff Association Formed

In the fall of 1938 a staff association of the libraries of the city colleges was formed, and a battle royal with the board ensued. The association sent letters to prominent librarians and to heads of library schools throughout the country asking for advice and aid. Immediately help came from many colleges and universities as well as the A.L.A. Headquarters. Briefs were formulated pointing out the essentials of library service in the college community, the lack of functional difference between one title and another in the library, and the harm done the libraries by such a split in the staff. A complete personnel study and job analysis was made of each library worker by the board. This study was countered with another by the association, comparing standards with those in other college libraries. After two years of discussion, the board finally agreed to amend its original by-law and to include the library assistants in the instructional staff. All library clerks, as well as other college clerks, were placed under the jurisdiction of the Municipal Civil Service Commission.

A letter from Miss McCrum of Wellesley College played such an important part in our brief that I want to quote it here for the benefit of other librarians who may have similar problems to solve:

I have your letter of November 1, 1938 and have read it with much interest and concern. May I go on record as follows in regard to the question of the status of your college library staff? It is my earnest conviction that the work of a college library is throttled at the start if the staff is reduced

to a clerical basis by being put under civil service, or being in any way discriminated against in comparison with the teaching staff. In the library which I have the honor to administer, the librarian has the status of full professor. There are two associate librarians each of whom has the status of associate professor. There are in addition twelve assistants in the library who have a status ranging from instructor to assistant professor. To do the type of intellectual work required in order to make the library effective in the whole educational program of the college, it seems to me essential to select librarians as competent in subject fields and in library techniques as are the teaching faculty. In order to do this it is necessary to offer a status which recognizes the value of the work done.

It also seems to me essential to make a classification within the library staff of professional and nonprofessional workers. The professional workers should offer qualifications which would be acceptable for faculty membership. It is for these that I think the fight for status should be made.

You are welcome to use this letter in any way you see fit.

BLANCHE PRICHARD MCCRUM
Librarian, Wellesley College

The final by-law established each library as an instructional department in its college with the same autonomy as other departments such as history, chemistry, etc. In other college departments, the chairmen are elected by permanent members of the staff but the librarian, who is an appointive officer similar to deans and directors, automatically becomes chairman of the library department. The librarian and one associate or assistant librarian are delegates to the faculty council. Appointments and promotions are made by a committee on appointments within each library. This committee consists of the librarian, the chairman of the faculty library committee, one associate and one assistant librarian. The board provided

such committees in all departments to avoid the possibility of favoritism in making appointments. Library clerks, however, after passing examinations are appointed from appropriate lists by the municipal civil service commission and are beyond the jurisdiction of the department as far as promotions and standards are concerned.

No qualifications for initial appointment beyond the baccalaureate and library science degrees are required, but higher degrees are naturally looked upon with favor. Many assistants have completed the master's and a few are studying toward the Ph.D. degree.

Salary Range

Salaries for library assistants range from \$1400 to \$3000 with mandatory increments of \$150 per year up to \$2400. Thereafter, increments are given only for outstanding work. Assistant librarians begin at \$2000 and with permissive increments may work their way to a maximum of \$4500. Associate librarians receive up to \$5600, while chief librarians receive the same salary as associate professor or professor, depending upon which title he holds. Subprofessional salaries begin with clerk grade 1 (page service) \$600 to \$1200; clerk grade 2 receives \$1200 to \$1800, and clerk grade 3, \$1800 to \$2400.

There are still questions relating to qualifications for promotions to higher grades, teaching titles, and various other internal problems. These the staff association hopes to work out gradually with an eye to promoting the standards of the profession and with the hope that college librarianship may soon be established on the firm base of college teaching.

By FANNY ALICE COLDREN

Destruction for Use

Fanny Alice Coldren is reference librarian of the University of California at Los Angeles.

THE MONOPOLY of public library facilities by students, as stated in the recent article by Roland Mulhauser,¹ directs attention to a problem of long standing in college and university libraries, focusing particularly in the reference and periodical departments. How to provide and administer for the requirements of large classes certain materials often difficult to replace, and at the same time to preserve or replace those same materials for succeeding groups of students, is a problem not yet solved to the satisfaction of students, faculty, and librarians.

It is the purpose of this paper to present the experience of some institutions in their attempt to formulate policies and institute practices to meet this perplexing problem. This information is based upon correspondence with librarians of one hundred colleges and universities with student enrolments ranging from one thousand to over fifteen thousand representing various parts of the United States. The inquiry regarding practices of libraries covered the following points:

1. Has the library supplied copies of assigned articles, and if so, in what form and with what success?
2. Does the library or the department of instruction meet the expense of duplication?

3. Are duplicates administered by the reserve, the reference, or the circulation department?
4. Do library problems assigned to freshmen or other special groups create difficulties in the use of reference materials?

Sixteen institutions, with enrolments ranging from one to eight thousand students, reported that the problem does not exist or that it has not reached an acute point; one that no prohibitions have yet been made on duplicates used but the problem must be faced soon; another that plans are made for a survey of the situation.

Duplicated materials have been supplied in the form of typed or mimeographed copies, reprints, photostats, and in two institutions, microfilms. Typing is the most generally used method of reproduction and is done chiefly by N.Y.A. students, otherwise the lack of help and the cost of labor are too great to supply copies. One institution has abandoned the use of typing because the life of the copy is not commensurate with its cost, and another indicated that it will be necessary to do so if the demand continues to increase. Students in one college objected to typed copies because they were difficult to read.

The purchase of materials falls largely into two groups, namely, duplicate copies of individual numbers of periodicals, reprints, and pamphlets, and additional subscriptions to certain magazines required. The cost both of purchase and some form

¹ Mulhauser, Roland. "Public Library Service to College Students." *Wilson Library Bulletin* 13:249, 264, Nov. 1940.

of duplication is met chiefly by the library, although some departments of instruction or individuals have supplied copies, which are administered by the library. The expense is charged to duplicate, replacement, periodical, textbook, department funds, and syllabi fees.

Dartmouth College purchases extra copies of magazines in accordance with the library's reserve book policy of providing one copy for every eight students. To acquaint freshman English students with general periodicals, Vanderbilt University buys from two to five copies of fourteen titles such as *Harpers* and the *Atlantic*, places them on reserve for a month, and discards them when the demand is over. The English department assumes the cost. In other institutions freshmen are required to purchase or subscribe to a magazine during one semester.

Classes in the social sciences require many pamphlets which some libraries buy in quantities. At St. Louis University the history department has assessed a fee of one dollar per semester to each student for the purchase of duplicates. These materials are generally textbooks other than the one assigned as basic and become the property of the library. The University of Washington divides the cost according to the length of the article; the circulation department reserves the right to determine whether the library or the department of instruction shall pay for the reproduction.

Reference Books

The problem as it applies to reference books is even more perplexing than that of periodicals and pamphlets. The repeated use of the same materials results in the loss of individual items in dictionaries, encyclopedias, and biographical dictionaries while the remainder of the

volume and the set is still in good condition. The same is true of other books in which diagrams, charts, and statistical tables are omitted from the later editions and in atlases when maps are traced.

One library has attempted to persuade departments to pay for duplicate sets but with limited success because no one department wishes to assume financial responsibility for sets used by several departments. Three libraries report that they reinforce sections and cover pages with gauze which prolong the life of the material but do not solve the problem. In some cases it is possible to secure new signatures or to purchase a single volume of a set but it is scarcely in the realm of possibility for any library to buy sufficient sets to meet the demand for certain articles which they may contain.

With few exceptions duplicate materials are administered by the reserve book room, are temporarily bound, and cataloged simply, if at all. Drake University files copies in envelopes labeled with the author, title, source, and name of the professor using them. These envelopes are arranged alphabetically and filed in the stacks adjacent to the reserve book room. Cards giving the same information as that on the envelopes but arranged by the source are filed in one drawer of the catalog marked "Typed Articles."

The College of the City of New York mounts on white sheets for legibility copies made on onion skin paper and places them in pamphlet binders. The University of Wyoming gives to copies the classification of the book or periodical from which it is taken and files on the shelf following the source, with a note on the catalog card indicating that copies have been made.

At the Woman's College, University of North Carolina, when a duplicate has

been cataloged, a note is penciled at the head of the original article stating, "Please use reprint or duplicate of this article for class assignments." Students are required to give paging of articles when requesting periodicals from the stacks, thus giving the librarian at the desk an opportunity to note excessive wear and to notify assistants to refer students to the reprints.

To protect maps from destruction of tracing, Vassar College has collected a group of maps from withdrawn copies of atlases and maps, which may be traced without requesting permission.

Encyclopedia of Social Sciences

Teachers College, Columbia University, was unable to supply sufficient copies of the *Encyclopedia of the Social Sciences* for the many required readings in their educational foundations course. The instructional staff arranged with the publisher to select articles for a single volume² which was published in 1937. The library bought volumes for circulation and many students bought their own copies.

Most libraries withdraw original material from circulation during the time when duplicates are in greatest demand; only two libraries refuse to make the material available in any form for large classes.

Library problems given to freshmen and library school students have brought forth both criticism and recommendations. It is the judgment of many librarians that expensive reference sets should not be ruined by immature students working on elementary reference problems or the "so-called research assignments." Emory University limits instruction to the use of the card catalog and the *Readers' Guide*.

² *Encyclopedia of the Social Sciences*. Selections by the Educational Foundations Staff. Macmillan, 1937.

Copies of the cumulative issues of the *Guide* are kept so that each student in groups of forty may have a copy for practice work. The University of Wisconsin has prepared microfilms of several pages of the Oxford Dictionary. Teachers have divided classes into small groups and staggered assignments, not to reduce the use of books but to relieve congestion and confusion in the reading rooms. Each student has been asked to examine subjects beginning with the first letter of his name to spread use over larger areas of sets. Two librarians have suggested that a practice collection in a room set aside for practice work would be highly desirable.

Intensity of Feeling

Intensity of feeling manifested on this entire situation ranges from the "Grin and Bear It" policy to high praise for faculty cooperation on a common problem. Faculty members have assisted by requesting one student or a committee of students to report to the class on periodical articles; by giving a large variety of subjects for themes and not repeating the assignment; by large reserve collections and encouragement of a wide range of reading; by willingness to assist in the preservation of materials when informed of the problem and the limitations of the book fund.

At the beginning of the school year five libraries send form letters to all faculty members explaining the policy of the library. In this communication the University of Washington states under Class Use of Periodicals: "By vote of the faculty, classes must not be referred to articles in bound periodicals for the following reasons:

1. When all or a considerable number of a large class have read a given article, the

volume is badly worn at that place, the sewing is likely to be broken, and the pages frequently torn.

2. Almost invariably some one in reading the article checkmarks certain passages and underscores important sentences in ink.
3. Not infrequently pages are actually cut out of the volume so that a particular article is lost and the volume seriously damaged.
4. It is a duty to preserve valuable material for future generations, as well as to make it available for present use.

The letter further states that periodicals may be utilized:

1. By having one student read an article and report on it.
2. By notifying the librarian in advance if it is deemed necessary to have all students actually read a given article. The article will then be duplicated and a number of copies placed on reserve. In the case of a recent magazine, duplicate copies may be obtained if sufficient notice is given.

Iowa State College letter reads in part as follows:

Rare books and periodicals of which duplicate copies are not available and cannot be purchased will not be placed on reserve and cannot be made available for the use of large classes. It is suggested that members

of the instructing staff desiring to use material from such books and periodicals arrange one month in advance for mimeographing, duplication, or photostating.

From the experience of many libraries it is evident that no institution has arrived at a solution of the problem under discussion. Moderate success has been achieved through faculty cooperation which seems to be the most logical first approach. Some librarians believe that no further progress can be made until methods of teaching are changed. One writes, "Fortunately, the practice of professors assigning large classes to required reading is decreasing for the very good reason that it is not a satisfactory teaching method."

The matter of duplication is further complicated by the copyright law. The time and inconvenience involved in securing consent to copy materials, the refusal of publishers to allow duplication, and the risk of infringement of the copyright law delay action to the point of being impractical for the demands placed on libraries. It is probably on this point that libraries would profit most by further discussion.

By C. K. SHIPTON

The Harvard University Archives

A paper read by C. K. Shipton, custodian of the Harvard University archives, before the Boston meeting of the Archives and Libraries Committee of the American Library Association.

BY REASON of age and relatively large size, Harvard University has had certain experiences in regard to the accumulation, the preservation, and the servicing of her archives which may be guides, or horrid warnings, to the archivists of her younger sisters. The Harvard archives collection began as a row of record books which the president probably kept on a shelf in his study; they were there, fortunately, when the library burned in 1764. Two generations later President Sparks, perhaps as a result of the interest aroused by the two hundredth anniversary of the founding of the college, gathered such loose papers relating to the college as he could find and had them bound and placed in the library. Some time before the Civil War the volumes of records were brought from the president's house and placed in the library beside those gathered by Sparks. This shelf of twenty volumes or so has in eight years grown into a collection of twenty-six thousand volumes, bundles, and boxes of both print and manuscript. How many pieces of manuscript this collection contains, no man knoweth, but it occupies several times as many cubic feet as other collections which are estimated by their curators to contain a half million pieces.

The Harvard archives consist, primarily, of those records of the university which are old enough not to be in active administrative use. Where current files are placed in our care, the administrative office keeps copies for its daily use. The board of overseers, the corporation, the faculty, and each school, division, department, laboratory, museum, committee, and similar organization, accumulates minutes, correspondence, files of routine records, and committee records, all of which the university archives gathers into its ample bosom. The older files of minutes run unbroken over periods which make the lives of civil governments seem transitory. The records of the overseers begin with the meeting of May 6, 1650; those of the corporation, on December 10, 1654; and those of the faculty, on October 30, 1725, when that body first began to keep minutes. Less complete are the files of the correspondence of the presidents, secretaries, deans, and other administrative officers. The papers of President Eliot, the largest file of this character, fill 365 boxes. The series of manuscripts of lectures delivered on endowed foundations begins with the first in 1755, and the file of exhibition parts and winning prize essays begins in 1789 and 1808. Among these are the early essays and poems of many a lad later famous in American letters; Charles Sumner, as early as 1832, was enquiring whether the most important changes in society are effected gradually or by violent revolution. All of the politi-

cal, literary, and scientific questions of the day are argued here with youthful vigor.

The records of commencement exercises begin with a contemporary list of the theses argued by the candidates of 1643 and continue through the programs of the present day. Step by step these topics show the unfolding of every branch of human knowledge over almost three centuries. Unfortunately the early presidents did not keep copies of the students' commencement parts beside the record books on the study shelf, so the earliest manuscript text of such exercises is one of 1750, but since 1825 the file is nearly complete. A sample of the possibilities which this collection offers for research is that part in which the young Thoreau argued the effect of the commercial spirit on the character of a nation. Of the orations with which dignitaries have enlightened the audience on commencement day, we have fewer, but the first is one delivered in 1649. The earliest salutatory and valedictory orations are those of 1697.

The files of examination questions and of doctoral dissertations go back to the introduction of these two institutions of American college life and are almost complete. Of recent years we have also kept the theses for the bachelors' degree as well. Of the many university publications which grace our shelves in their official files, the Nestor is the catalog of graduates which, born in 1674, died of its own obesity in 1930, when the record for the longevity of periodicals was within its grasp.

Criterion of Inclusion

As this galloping survey of the contents of the Harvard archives indicates, the criterion of inclusion is relationship to the university; we make no distinction between manuscript and printed material.

The common custom of lumping all of the diverse manuscripts of a library under the term "archive" and treating them as a single collection has its disadvantages. The problems of collecting, organizing, and servicing a body of institutional records, a true archive, are at more points different from than like to those confronting the keeper of a collection of miscellaneous manuscripts. The distinction between manuscript and printed material becomes unreasonable in a collection of, for example, examination questions, where the size of the course determines whether papers shall be typewritten, mimeographed, or printed. At Harvard, we annually collect from every office a copy of each form it has had printed. Of course, we keep the official reserve copy of every book which comes from the Harvard University Press.

Among manuscripts as well as printed works we insist on the same criterion of relation to the university, so we politely but firmly decline autograph letters of the Presidents Adams and Roosevelt, unless they were written while these men were students, or otherwise relate to the university.

Many colleges make a practice of keeping in their archives a copy of every work written by one of their graduates. A few such attempts in that direction at Harvard have run into insurmountable difficulties. Such a policy would require the transfer to the archives of a great part of the seventeenth and eighteenth century imprints now in the Treasure Room—most of the Mather items, for example. Indeed, an attempt to collect the works of Harvard professors failed, for not only was the number of such volumes enormous, but many of them were so costly and so much in demand by the reading public that we

could not afford to withdraw them from circulation by embalming them in the archives. From the point of view of theory, we were unable to see that Harvard authorship was a sufficient common denominator to justify building a collection of books upon it. We do make an exception in the matter of a collection of the reprints of articles written by professors, which we keep for the span of their authors' lives chiefly because no one else does or takes the trouble to catalog them. Upon the author's death, his pamphlets are bound up together and transferred to the general library.

Biographical Material

The same problems of inclusion or exclusion presented themselves when we faced the question of collecting biographical material relating to Harvard men. In general we can afford shelf space and cataloging time only to the biographies of men, graduates or not, who are known chiefly for their Harvard connection, or who have been during the productive part of their lives, Harvard employees. One turns naturally to the archives for a biography of a Harvard professor or of Bob Lampoon, but not for a life of President Hayes. We do, however, have a file with a folder for each graduate in which we drop such clippings and other ephemera as are saved nowhere else. When a man becomes important enough to fill such a folder, we begin to ignore him, for we know that someone else will take care of his biography. Nine tenths of the biographical enquiries which come to us are for unusually obscure men.

We regard a man's private correspondence and other personal papers as biographical material, and we keep those of men whose biographies we would keep.

We ask all professors to see that their personal papers come to us. Such material relating to our teachers of a century ago is a very active and useful part of our collection.

Of course, this biographical material is not strictly archival in character, for its source is not the institution itself. It is a good sample of the association material which all college archive departments collect, partly for its own sake, partly because of its value as a supplement to the records which compose the records proper. Our collection of this nonarchival Harvardiana starts off with histories of and contemporary comment on the university, followed by material relating to buildings, gifts, and other property. For convenience, duplicate sets of university publications relating to scholarships, research funds, foundations, professorships, and the like, are here grouped with clippings and other outside material relating to them.

The largest and most useful of the sections of this Harvardiana collection is that relating to the curriculum. This contains a file of the teaching announcements of the university, textbooks printed specifically for Harvard, professors' lecture notes (when decipherable), and students' notes. The file of the last begins in 1671. Obviously such a collection could assume vast proportions, but size has not become a problem for us because of the reluctance which most former students feel to expose their youthful efforts, or lack of effort. Ideally, we would have a set of student notes for each course each year, and such a file for the courses of the great teachers of the last generation would see much use. In practice, we gather in the nicely bound and legible notes which some graduates preserve in their homes until their wives begin to complain. Eighty

years ago a professor of English composition had his students write their daily themes on their activities, and wisely deposited the file, sealed, in the library. Other and similar files will give the social historian of the future, source material of a kind now unavailable.

Section on Student Life

Another Harvardiana section relates to student life, with the material grouped under such headings as expenses, fiction, drama, poetry, satire, concerts, music, clubs and societies, and athletics. The club records begin in 1721. The archives of all societies which have the reason for their being in the connection of their members with Harvard are kept with the official records of the university. Such societies are a vital part of college life, but the annual change in their personnel assures the destruction of their records unless some central agency undertakes the care of them.

We keep the records of the class organizations, and store the cuts from which the pictures in their reports are printed. We have also records and photographs of student dramatic performances, some now of a considerable historical interest. In the matter of athletic material it is necessary to take a firm stand against becoming a repository for meaningless trophies. We keep one primitive football and a baseball uniform of the seventies for exhibition purposes, but otherwise we decline offers of museum material.

This, in brief, is what we have in the Harvard University Archives. How do we get it? Our first principle is that, contrary to the belief and practice of European archivists, the administrative officers who accumulate records are not the proper persons to decide what material will be of

use to posterity. The decisions to keep or destroy must be at least reviewed by people with training in historical research and archive practice. For many years there have been rules issued by various administrative bodies at Harvard compelling the transfer to the archives of certain obviously important materials, such as doctoral dissertations, commencement parts, and the papers successful in prize competitions. In the case of the last, our bursar holds up the payment of the prize money until the winner can produce a certificate to the effect that he has deposited a fair copy of the paper in the college library.

Ruling on Inclusion

With the growing complexity of the university, more and more important business was transacted by departments, divisions, and committees, whose records did not ordinarily come to the archives with those of the older administrative bodies. So on February 6, 1939, the president and fellows ruled as follows:

Voted to adopt the following provisions for the preservation of official files, records, and documents:

All administrative officers of the University, including officers of instruction whose regular or occasional performance of administrative duties puts them in possession of files, records or documents pertaining to their official duties, are requested to observe the following regulations:

1. The archives of the official activities of University offices and officers are the property of the University.

2. Such property is not to be destroyed without the approval of a committee of three consisting of (a) the Secretary of the Corporation; (b) the Director of the University Library; (c) the officer in charge of the department where the papers accumulate.

3. The officer in charge of each administrative office will be the judge as to how

long it is convenient to hold obsolete papers in his own office under his direct control.

4. All archive material, when no longer wanted in the office to which it pertains, shall be sent to the University Archives in the College Library.

Note: The term "archives" in the above statement is taken as meaning: (1) files of letters, both sent out and received; (2) records and memorandum books, ledgers, journals, cash-books, vouchers, mimeographed and similar material; and (3) the files of any matter printed for official uses.

In adopting the above regulations, the Corporation have had equally in view the importance of preserving material for the Archives and the facilities which the Archives Department of the University Library is in a position to render to all administrative officers in relieving their offices of obsolete material, in eliminating material that does not need to be preserved, and in providing space and safe custody for everything that should be preserved.

The Director of the University Library and the staff in charge of the Archives are to be at all times ready to assist officers of the University in disposing of archive material of which they wish their offices to be relieved.

No archivist, state or university, who wishes to do more than beachcomb for his materials can function properly without some such authorization as this to back him up.

Under this vote we have not approved of the destruction of any correspondence or other material containing records not duplicated elsewhere. Problems of space and handling are not serious, for no effort is made to rearrange or index modern records as they come in.

Arrangement

Fifty years ago the material in the Harvard archives was arranged on the principle of an ordinary library collection, tempered by a dim foresight of what ar-

chive procedure would eventually be. For reasons which we cannot go into here, an archive cannot be arranged satisfactorily like an ordinary collection of library subject groupings. Our system was revised ten years ago by C. E. Walton, who studied archival practice in Europe. The canons of orthodox archivry are generous enough to meet all of the special problems which college archivists will meet. Thus, whereas the general rule is that the material shall be arranged according to source, reflecting the structure of the institution in the position on the shelf, it is still perfectly orthodox to make exception in the case of series, the members of which have a natural affinity although their sources may be different. In our case, theses, prize papers, and examinations are placed in their own chronological series without regard to the departments or committees to whose archives they technically belong. We have been compelled to make one serious departure from standard archival procedure because of the uniquely complex and unreasonable form of the administrative structure of the university: instead of grouping the archives of the divisions, departments, graduate schools, and other major units according to their relationships, they have been placed in a single alphabetical order.

In arranging our Harvardiana material we have profited by our own experience and that of most other collections of this type, and have made the groupings just as few and simple as practical. Material in the collections relating to buildings, gifts, scholarships, professorships, and the like, has been placed in alphabetical order, while that in collections relating to history, commencement, examinations, curriculum, athletics, and the like, is chronological. In our experience, a chronologi-

cal arrangement has been most useful even for such collections as student fiction, poetry, and satire. By a little ingenuity in the assignment of numbers all common demands on the material can be met. Thus, with an eye to the numbers, we can at a moment's notice pull from the curriculum collection all material relating to a certain year or academic subject, or we can produce all outside comment, professors' notes, or student notes, either for any period or on any subject.

The primary function of an archive is to supply the organization whose records it keeps with information about its past. In practice this takes but a small part of the time of the staff of a college archive. At Harvard the greatest part of our work, aside from handling accessions, consists of answering outside calls for information or of guiding the researches of visiting scholars in the material in our keeping. University offices make a practice of turning over to us all questions having to do with the past of Harvard or of Harvard men. Such questions vary from that of a graduate who, while in a tuberculosis sanatorium, asked as to his lung capacity in his student days, to that of a female member of a famous family who wanted to know why her Harvard ancestor was ignored in the family genealogy. In the latter case we could do no more than quote a letter from a classmate who reported that the man in question had died, drunk, in a wheelbarrow being taken to the city jail. We were not thanked for our trouble in digging out this particular information.

Outside Requests

From outside the university we receive many requests for information as to the birth or parentage of graduates who came from regions where such records

were not kept or places where they have been destroyed. Government agencies and insurance companies assume that when a boy fills out an admission application he cannot foresee any future desirability of falsifying such data. In a typical recent case, a woman wrote us that a friend of hers, the widow of a Harvard man, was destitute and suffering from want, although she would be entitled to a certain pension if it could be proved that her husband had been an American citizen. It took us but a few minutes to find the record, which the pension agency accepted at sight. F.B.I. agents are frequent visitors; we never know why but we always hope for the best.

We have a comfortable reading room in which our material may be consulted and where most of the printed Harvardiana may be charged out. Naturally the use of the archival material is restricted; you can imagine what a happy hunting ground the records of the deans' office would be for the reporters of sensational newspapers. The general rule is that the portions of the archives less than fifty years old may be consulted only by the proper officials of the university, and that the portions more than fifty years old may be made available for serious and useful research. Certain portions, notably some of the club and committee papers are under seal for a longer period. Although the archives, as distinguished from the Harvardiana collection, cannot be used as a quarry for doctoral dissertations, each year some eighty scholars are given access to portions of it in order to complete research done elsewhere. Half of these scholars are working on literary biography, so a very common object is to find the list of library books charged out by the man being investigated. The staff of

the archives is always glad to consult the older records in order to find the answers for simple and specific questions.

Year's Statistics

Our statistics for the past year may give you some idea of the activity of the collection and the uses to which it is put. From these figures are excluded the questions answered by mail (about one a day), those answered by telephone (perhaps two a day), and the fairly frequent use of records by university officers for official purposes. Excluding this group, the total number of daily users for the year past was 2756. On the average, nine different individuals each day applied for material to be used in the reading room or charged out. Much the most active collection was that of doctoral dissertations, which were consulted nearly two thousand times. Next most popular was the biography group, of which the publications of the classes were the most active part. The

third most active group was the university records, which were consulted for nonofficial purposes less than three hundred times. The fourth most popular group was the prize papers; the fifth was the collection relating to the curriculum; the sixth, the student and official publications; and the seventh, the manuscripts and pamphlet reprints of the professors.

Since the reorganization of the Harvard archives on this basis and the establishment of an adequate staff in adequate quarters, the use of the collection has increased about tenfold. Today we answer in a minute and without undue effort, questions which a few years ago went unanswered, or in the answering involved many hours of research.

There are few places in the academic world where a college librarian can obtain better returns in terms of services rendered than he can for a little money and time spent on the archives of his institution.

Periodicals Procedure in a University Library

Miss Plant is assistant librarian of the British Library of Political and Economic Science, London School of Economics and Political Science.

THE INDEX to the *Bulletin of the American Geographical Society* for 1852-1915 devotes five pages of its introduction to a bibliographical note (or an apology for its life). So far, it seems, the bulletin had varied its title six times. The opinions of the editorial board with regard to the second change, from *Proceedings* to *Journal*, had apparently been so divided that for a whole year two separate versions of the bulletin were issued, one under each name. Frequency of publication was determined, quite properly, by the amount of suitable material in hand, with the result that while the *Bulletin of the American Geographical and Statistical Society* had only three numbers in as many years its successor, the *Proceedings* of the society, issued eight numbers in two years. The *Journal* began well: in 1859 its first volume appeared, comprising ten numbers; it was followed in 1860 by volume 2, part 1, but volume 2, part 2 was not published until ten years later. Between 1872 and 1877 the annual volumes were issued as New York State documents. From then until 1886 the bulletins bore no indication of their title except on the outside cover, and "during this period the cover of the last issue of each volume bore some such

statement as 'Nos. 5, 1, 2, 3 and 4 of the Bulletin for —, which joined together in the order named, make Vol. — of the Society's Journal'." This publication, in fact, seems to have gone out of its way to harass the librarian. After trying to unravel such a tangle he turns with relief to the type of journal which appears regularly every Punchday.

If a single periodical can make itself such a thorough nuisance, the maintenance of a large collection of them increases the difficulties out of all proportion. "Periodical" is such a wide term. The British Library of Political and Economic Science, for instance, now receives over 4500 titles during the year. Less than half of them are the ordinary weekly, monthly, or quarterly journals of the bookstall. The rest include yearbooks and the reports of government departments, of banks, and of societies, as well as the kind of work which, like the autobiography written too early in life, calls for annual supplements to bring it up to date. And government publications, we may add, can be as tiresome as any. From 1860 to 1913, for instance, the Local Taxation Returns for England and Wales were issued as numbered parliamentary papers. The returns for 1913-14 were nonparliamentary papers, except for part 7, the summary. The summary for 1914-15, too, was a numbered paper, but the full returns were not published at all, nor were any returns

published for 1915-19. Part 1 of the returns for 1919-20 was a numbered parliamentary paper, but parts 2 and 3 were nonparliamentary, and none since 1920 have been numbered. Similarly, the *Transactions of the American Historical Association* were Federal documents before they became unofficial. To keep all of these in the way they should go demands records fully adaptable and yet rapid to maintain.

The first essential is almost too obvious to mention: to decide quite definitely what periodicals one wishes to receive. In the library of the London School of Economics their selection is undertaken, as part of the general intake routine, by the librarian in consultation with the Acquisitions Committee. But from time to time, especially during the spring-cleaning season, packing cases arrive full of back numbers which the wives of our patrons hope fervently we shall accept. If they fill gaps in our holdings they are welcome; if not, their cost in binding and shelving may be greater than their value to us would justify. Then again, the library seems to be regarded by many editors as a profitable advertising ground for their latest journals. Many years ago large numbers of the sample issues were sent to the shelves as they were received, on the casual assumption that they were to be regular gifts to the library. The librarian, in consequence, was left in ignorance of the new periodicals for which he might well have been anxious to subscribe, the advertiser's aims were defeated, and the record cards for periodicals were swelled by a large number of separate entries for single issues, most of them of doubtful value even as samples. There was every need for the rule now in force—that no card shall be made out for a

journal newly received until the librarian has decided whether or not he is prepared to subscribe for the publication, or to accept it as a gift, and has made arrangements accordingly.

Habits of Periodicals

Unfortunately, matters cannot rest with the simple payment of a subscription or the writing of a letter of thanks. There is little need to remind librarians of the irritating habits of periodicals. We arrange, perhaps, for a year's delivery of a monthly review. During the year it decides not to appear monthly after all, but once every six weeks. An Important Personage comes in one day and asks to see the very issue which has failed to arrive. We decide, now that we have received the whole of the first volume, to send it to the binder; at least, we *would* send it if only we could find the title page and index. After a time, to put us out of our misery, it announces that it has ceased publication—only to rise to new life after many days in a new form and with a new name. Some of these annoyances are beyond our control. Nevertheless, one of them, late delivery, may be our own fault: why should the newsagent bestir himself if we give him the impression that any time will do? The difficulty in some libraries (including at one time our own) is that the defaulting number is not missed until a reader has arrived, notebook in hand, to consult it.

It must be admitted that the standard five- by three-inch record cards formerly used in this library, and still widely used elsewhere, failed completely to call prompt attention to overdues. Even the tabbing system (which had gradually been abandoned owing to the difficulty of affixing the tabs) had not helped towards *imme-*

diate action. Partly this was because attention was fixed upon the wrong thing. The tabs were arranged to correspond with the date last entered on the card. What one really needs to know is something quite different: the date on which the next issue of the periodical falls due.

Variations in Dates

An example or two may make this clearer. Suppose, for instance, that in December 1941 two annuals arrived: one might be the newly published annual report of the department of agriculture of some outpost of the Empire for the year ending June 1940; the other might be *Who's Who* for 1942. In the first case the date entered on the card would be 1939-40; in the other, 1942. The tab on the first card would be changed to, say, a green one for 1940, and the tab on the other to a blue one for 1942. In neither case was the volume overdue, but how was one to know this? Further, how could one tell which of the yearbooks dated 1941 should already have given place to the next issue?

The same arguments apply to periodicals appearing more frequently. A tab for April 1941 would apply indiscriminately to all the periodicals for that month, even though, being issued in advance, they should reach the library in March, or, being part of the regular six-monthly delivery from India, they could not arrive until September. The general inquiry, admittedly, is more likely to be "Has the April number arrived?" than "Has the latest number arrived?" But if the librarian does not know whether the April number *was* the last he is in a sorry plight.

In the very small library it may be practicable to read each individual marking-off card once a week. In that case full details can quite usefully be written

on the card: a remarks column may be used for notes such as "due on the 15th of the month," "due on the 10th of the previous month," "appears fifteen months after the close of the financial year." In the British Library of Political and Economic Science that would be unthinkable. While the standard cards were being used, even after a drastic reduction in their number by the removal of all those for noncurrent periodicals and after a rearrangement of certain sections from classified to alphabetical order, the marking-off process took almost a full day. The nimblest of assistants had not time to turn over all the cards each week and note the missing parts, let alone write for them. So it happened that the gaps not noticed in time became permanent, and volume after volume has to be labeled "incomplete"—the badge of the breakdown of a system.

Installation of Visible Index

The remedy was not to be found in an increase of staff, even if funds had allowed for such an increase. Two assistants could not have worked at the same time on the one index without considerable rearrangement. As it happened, the change which was actually made has cut down the routine work of the one assistant to a matter of an hour and a half. It was the installation, in 1934, of the now well-known visible index system.

By this system, on looking for the card for *The Economic Journal* it is not necessary to turn over dozens of others before finding the right one: one goes straight to the steel cabinet, pulls out the tray marked "E," and glances down the completely visible list. On seeing the wanted card one has only to turn back the cards above (and all cards are on flexible hinges)

to uncover the complete marking-off card. Opposite this marking-off card is a "facing-card" designed to bear full information as to the publisher and publishing address of the periodical, and as to its source: if it is a gift, from whom it comes; if an exchange, for what; if a purchase, whether it is bought direct or through an agent, when the last subscription was paid, what period it covered, and how much was paid. Space is also provided for remarks, for the binding specification used, and so forth.

Those who have had the unpleasant duty of writing to a donor for missing parts will appreciate the value of having his name and address so close at hand. Records kept in a place apart are fatally easy to lose or apt to be wanting in some vital detail. It is a delicate matter to write to the secretary of a society for an overdue volume of transactions if one is not quite sure whether the publication is a gift from the society or from another donor who happens to be a member of it.

Time Saved

The time saved by using a visible index has in itself fully justified the initial expenditure. But the real aim was to be able to tell at a glance what periodicals were overdue. This has been achieved by a simple system of tabbing; not, of course, by the old-style tab which took the clumsy a minute or more to fix in place, but by one held in a transparent groove and flicked to its new position in a matter of two seconds. The bottom edges of the marking-off cards have a blank space at each end but are otherwise divided into twelve monthly divisions and five weekly divisions (as there may be five Tuesdays, say, in any one month). In one of the monthly and one of the weekly divisions

of each card a green tab has been fixed. In the space at the extreme right a tab of another color signifies a particular year. Taken together these three tabs show, correct to the nearest week, *not the date of issue* of the periodical part last received nor of the next one due, *but the date when the next part is due to reach the library*. A black and white striped tab at the extreme left of the card signifies that, owing to irregularity of publication, this date may be uncertain, while the insertion of an orange one shows that, the periodical in question having become overdue, action has been taken.

Examples

It will be simplest to take some actual examples. On the 12th of October, 1941, the August number of the *Australasian Insurance and Banking Record* arrives from Melbourne. We turn to the appropriate marking-off card and tick the square corresponding to August 1941, showing that this part has arrived. We then ask ourselves when the next part may be expected. The marking-off card gives the frequency as monthly, so that the next arrival will probably be on or about the 12th of November. We accordingly move the green monthly tab to the November division and leave the weekly tab in the division for the week between the 8th and 14th of the month. Take next a weekly periodical, the *Law Journal*: on the 12th of October we receive that day's issue. To the October square of the marking-off card, in which the figure 5 has already been entered, we add the figure 12. The next part is due on the 19th of October, so we leave the monthly tab in the October division and move on the weekly tab to denote the week between the 15th and 21st. Finally, take the *Journal of Social*

Psychology, a quarterly, of which the October issue comes in on this same day: we mark the square corresponding to October 1941 and, after a quick calculation, readjust the monthly tab to read "January," leave the weekly tab where it is, take out the right-hand-end orange tab representing the year 1941 and insert a green one for 1942. The principle is perfectly simple: the marking-off card shows the last part received; the tabs show when the next one is due.

Noting Absentees

Having by this system finished the day's marking-off by eleven o'clock in the morning, we can set about noting the absentees. Since all the tabs move from left to right, and since the present date is 12th October, 1941, we can ignore all monthly tabs to the right of the October line. But there may be monthly tabs showing to the left of the October line, or there may be tabs in October with the supplementary weekly tabs to the left of the line for the second week of the month. If so, we want to know why. The first one to the left of the monthly line may be in the February division, but on glancing to the right we find that the year-tab is a green one, for 1942, so that all is well. The next row of tabs may read, "September 1st-7th, 1941:" the periodical is obviously about five weeks overdue, but an orange tab shows that action has already been taken. Only in checking those marked "October" is there any need to notice the weekly tabs: if we read from the tabs that an issue of *The Board of Trade Journal* should have arrived between the 1st and 7th of October we insert a red tab to remind us to send for it. On completing the check we look at the facing-card for each overdue periodical to find the name

and address of the person from whom the library receives it, send him a reminder postcard, and substitute an orange tab for the red one to show that we have done so. (These specially printed cards are of two different colors to distinguish between purchases and gifts, and their wording is forceful or persuasive according to color). We have now acquired virtue sufficient to fortify us against the most irate reader. If, however, at the end of a fortnight a periodical still remains overdue a letter of inquiry is sent. This may lead to the information that publication has ceased; in such a case the marking-off card and its accompanying facing-card are removed from the index and the words "ceased publication" added to the card in the General Catalogue. The checking for overdues is carried out weekly; the whole process occupies only a few minutes.

Preparing for Binder

One of the duties of the periodicals assistant is the regular collection of the individual parts in order to send them to the binder. For this purpose it is not sufficient to know that the volume ends with, say, the December issue: the set cannot be bound until the title page and index have arrived, and they may not come in until January or February. There is a danger that, if the assistant is not very careful, and the index is hidden inside an ordinary weekly or monthly part, it may be sent to the shelves unnoticed. Some reminder to the assistant is necessary, and it takes the form of a vertical red line on the marking-off card to show the usual date on which the index arrives. The actual process of marking-off is a reminder to look for the index, and, if it is not there, to write for it.

An additional advantage of a visible

index has shown itself recently. War conditions might lead to the library's periodicals being delivered to temporary premises elsewhere. To transfer the whole of the marking-off cards would be out of the question, but by taking a photostat copy of each drawer a complete list of the titles of current periodicals has been provided in readiness without any interruption of the library's regular work. The serial number, used for shelving purposes (which does not show in the photostat copy) has been written against each item, so that with the aid of these photographs the work on periodicals could be carried on without confusion.

Index for Annuals

The visible index would work equally well for annual publications, but as only a single tabbing system is needed for these we prefer to use a separate card index. The cards (six inches by four) are printed on both sides. The front of each card is divided into year-squares to show the date covered by the last issue received, with month-divisions along the top for tabbing purposes. (In practice it is found impossible to forecast exactly when an annual will arrive, so the cards are tabbed according to the quarters in which the volumes may be expected to arrive.) The reverse of the card is designed to bear exactly the same information which is given on the facing-cards of the visible index. Suppose that in October 1941 one receives the trade statistics of Canada for the year ending June 1940: the volume will be marked off in the usual way as 1939-40; no change will be required in the position of the tab, as the next report should arrive about one year hence; but, to show that the report due in 1941 has been received, the figure "1" is stamped against

the entry 1939-40. (This proves to be quicker than changing the tab for one of another color.) Checking for overdues is carried on quarterly by taking note of this figure and of the position of the tab.

The visible index and the annual cards are for the use of the staff. The reader, too, quite often wants to know when a new volume may be expected. For his information all periodicals, all annual and all official reports bear an accession stamp which includes the date of receipt. It is very satisfying to be able to point out to the reader who in January 1941 demands the *Annual Survey of English Law* for 1940 that the volume for 1939 was not issued until June 1940 (received on the 28th June, 1940); he may be no less impatient of the delay, but his sarcasm will have been diverted to a new channel.

Library's Holdings

For information as to the extent of the library's holdings of a particular periodical the reader turns naturally to the general card catalog. Unfortunately, this is not yet complete. Until recently periodicals were not cataloged at all, and the periodicals assistant was subject to constant interruption by inquirers. More than half have now been cataloged, but cataloging is a slow process, and as a temporary measure a rough checklist has been compiled. For the cataloging proper a special type of card has been printed to show the room location of current numbers and of bound volumes, respectively, and the serial number.

The entry is made under the present title of the periodical. We quite realize that its name will most likely change again, and that we shall therefore be committed to retyping the main entry and the cross references from other titles; but we also

realize that by that time rough handling by three thousand readers will probably have made the retyping highly necessary. In any case, we have no desire to be condemned as being behind the times because we enter the current issues under their last title but one! Title entry is adopted for all periodicals other than government publications (which are entered under the name of the country in alphabetical order of issuing departments.) The *Journal of the Institute of Bankers*, for example, is so entered, with a reference from the name of the institute. As the only exceptions to this rule, "Report" and "Annual Report" are avoided as entry-words; the library contains several hundreds of bank reports alone, so that to concentrate *all* reports in one section of the catalog would probably cause the reader to turn away in despair. (We ourselves have had a similar experience in trying to use certain otherwise estimable printed lists of periodicals.)

The arrangement of the cards in the catalog is strictly alphabetical, and the runs of periodicals in the various reading rooms are also in alphabetical order. In the reserve stacks it is found more convenient to shelve periodicals according to their accession numbers.

In the typing process two carbon copies are taken of each entry on slips of strong paper seven by three inches, to form sheaf catalogs, one set (with square ends) being filed in alphabetical order as a duplicate catalog for use in emergency and the other (with round ends) being arranged by serial numbers to form a shelflist.

The five- by three-inch cards to which our catalog drawers condemn us will not always allow for a complete statement of our holdings. The complete statement, we have seen, might run into the equivalent of five octavo pages! Rather than use a number of cards for each periodical we prefer to adopt the form "1928 (vol. 7) *to date, with gaps*," without specifying which parts are missing. To complete the records, in the course of cataloging a loose-leaf register of gaps is compiled. From time to time sections of this list of wanted parts are stenciled and issued to likely donors, newsagents, and second-hand booksellers, sometimes with the happy result that the words "with gaps" can be deleted from the catalog and the entry in the register of gaps withdrawn.

Three Records

We have, therefore, at the present time, three separate records: the visible index for current use, the general card catalog, and the register of gaps. What we still need is a list arranged by subjects. The reader who casually inquires, "What anti-slavery journals have you?" little realizes the trouble he causes. It is a difficulty which cannot be finally overcome until all the periodicals are cataloged. When that day arrives we intend to sort one set of carbon copies into main groups (bank reports, chamber of commerce reports, early radical journals, and so on), type each title on a narrow strip, and insert the strips in volumes according to some fully flexible system. Then, so equipped, we shall be prepared for all who come.

Justin Winsor

Frederick G. Kilgour is general assistant, Harvard University Library.

JUSTIN WINSOR was born in Boston, on January 2, 1831. He attended a boarding school at Sandwich prior to entering Boston Latin, where he prepared for Harvard. During his preparatory school days he became interested in the history of the town of Duxbury, Massachusetts, with which the Winsor family had long been associated. The notes that he collected on this subject became so extensive that he was able to publish his first book, *A History of the Town of Duxbury* (1849), during his freshman year at Harvard.

Harvard proved to be somewhat of a disappointment to young Winsor. He apparently studied hard and read widely, but the collegiate life did not appeal to him. In fact, he never completed college, leaving Harvard in October, 1852, early in his senior year in order to travel abroad. Fifteen years later Harvard granted him his A.B. degree as of the Class of 1853. While abroad he continued to study and spent most of his two years there at Heidelberg and Paris.

Having returned to Boston in 1854, he married Miss Caroline T. Barker on December 18, 1855. Winsor soon began to produce a steady stream of criticism, poetry, comment, and fiction. Today this literary aspect of Winsor's life is little known. One relic of this period is a

ten-volume manuscript study of the drama and life of Garrick that is now in the Theatre Collection of the Harvard College Library. It is curious, however, that he did not publish any book written in this period until 1880, and that on the American Revolution. The products of his short-lived literary career have dropped into darkness.

In 1866 Winsor was appointed a trustee of the Boston Public Library, and at last his intellectual curiosity was once more thoroughly aroused, as he himself clearly demonstrated in the "Report of the Examining Committee Made to the Trustees of the Boston Public Library" for the year 1867. Winsor was chiefly responsible for this report, and although it does not contain any new ideas in librarianship, it does show that Winsor investigated the condition of other libraries through their reports and catalogs, in order to judge more accurately the quality and quantity of the service in his own library. His suggestions for improvement were practices that had already been tried in other institutions, but he was able to determine where improvement was necessary and his powers of observation were undoubtedly good.

In Charge of Library

In January, 1868, C. C. Jewett, superintendent of the Boston Public Library, died and Justin Winsor took temporary charge. He demonstrated a real execu-

tive ability, and apparently enjoyed the work for he soon accepted an appointment as superintendent and held that position until 1877. During this period the Justin Winsor that is now remembered found his place in life. Winsor at 36 was a little-known critic and poet; ten years later he was the leader of the library profession in America. Undoubtedly his ability as a *littérateur* was slight. As an historian and administrator, however, he was able to make lasting contributions to society.

Increased Use of the Library

His greatest service to librarianship was his insistence on the use of books as opposed to their collection and storage. He had rather a head start in this direction for, as he had pointed out in his report of 1867, in other institutions "much more stringent regulations are in vogue." A specific accomplishment was that he facilitated increased use of the Boston Public Library by reducing the number of closed days from eighty-six in 1867 to five in 1877. The circulation of books jumped from 209,000 per annum to nearly 1,200,000 during this period.

To obtain liberality in the use of books he removed many barriers. He interested the public in good literature and made it more readily obtainable by establishing branches for the distribution of books. The effectiveness of these actions was increased by his administrative ability. He was a realist and his direct, sincere approach and understanding enabled him to comprehend the problems of library machinery and to produce new models. He also understood people, and by delegating responsibility and using various technical devices and administrative schemes, he made an excellent job of directing the Boston Public Library.

President of A.L.A.

In 1876 Winsor played an extremely important part in the foundation of the American Library Association and the *Library Journal*. He was the A.L.A.'s first president, holding that post from 1876 to 1885. He was once again elected president in 1897 for the specific purpose of representing the A.L.A. at the international meeting of librarians in England. The only men in the American library profession who approached Winsor in stature were W. F. Poole and C. A. Cutter.

Winsor's tenancy of his Boston position was marred by his conflict with city politics. It was therefore with pleasure that he accepted President Eliot's invitation to become the librarian of Harvard University in 1877. He was now free from the annoyances of his former position and also found himself in a society much more to his liking. For the last twenty years of his life he worked hard at Harvard, and not only maintained a position as one of the leaders of the library profession but also became an outstanding historian and the leading student of American cartography in the United States.

The first book that he published during these years was the still useful *Reader's Handbook of the American Revolution* (1880). This was followed by a four-volume *Memorial History of Boston* (1880-81) and later by his famous eight-volume *Narrative and Critical History of America* (1884-89). In the next decade he published *Christopher Columbus* (1891), *Cartier to Frontenac* (1894), *The Mississippi Basin* (1895), and just before his death *The Westward Movement* (1897).

Winsor's profession either as librarian or as historian would have been more than

most men would have been able to maintain, but he made time for pursuing his historical studies by his remarkable organization of the Harvard College Library and an efficient use of old Gore Hall. Winsor's aim to make books useful produced a new kind of college library, for he watched closely the development of Harvard and cooperated with the Harvard faculty to the utmost of his ability. It is not possible to overestimate the importance of the role Winsor played in the development of the then new elective system of education that employed the library as a laboratory. Had there been a conservative man in Winsor's place, the elective system would probably not have been the success that it was.

Reserved Books on Open Shelves

He expressed his attitude toward library service in his second annual report at Harvard when he wrote that "there should be no bar to the use of books but the rights of others. . . ." The practice of reserving books on open shelves for the use of students in connection with their courses began at Harvard in 1875. When Winsor became librarian in 1877 he found that only two or three instructors were using the reserved-book system, and he immediately began to increase its application. Twenty-one instructors were reserving books in 1878 and thirty-four in 1879. In 1879/80, 3330 volumes were reserved. This same year Winsor also adopted the practice of issuing cards to students that entitled them to use the book stack, a privilege which before that time had been reserved for the officers of

the university. The number of students using the stack rose from sixty in 1879/80 to two hundred in 1881/82. In his first report (1878) Winsor expressed the desire to illuminate the Gore Hall reading room by electricity so that the library could be kept open in the evening, but he did not realize this ambition until January, 1896. Beginning with October 3, 1880 he opened the building Sunday afternoons. In 1875, 57 per cent of the students made use of the library. By increasing the library's facilities Winsor was able to raise this percentage to 77 in 1880 and to 90 in 1885/86.

Advocate of the New Education

Winsor undoubtedly remembered his own unhappy experience at Harvard, and probably for that reason was a strong advocate of the new education. One of his students still tells how he refused to give an examination in his course on cartography until the college office forced him to do so. Having then lined up the rather small class in a corridor outside his classroom in Sever Hall, he put a simple question to each man, and when each one had answered he was dismissed for the day. They all passed.

In October, 1897, Winsor was taken ill and died after a short sickness. During the last thirty years of his life he had made many friends, and many tributes to his life appeared in publications in both America and Europe. He had lacked a power for literary expression, but he had possessed a warm frankness that came from a sincere, realistic nature. He was mourned as a great historian, a great librarian, and a great friend.

By FRANCIS L. D. GOODRICH

Theodore Wesley Koch, 1871-1941

Mr. Goodrich is librarian of the College of the City of New York.

HOW CAN ONE evaluate personality? Its attributes may be listed and qualifying adjectives added but the picture is inanimate, cold, and colorless. The motion of a hand, the inflection of the voice, the smile, the glow of responsive interest cannot be described. They must be experienced to be understood. They are more than surface manifestations of characteristics. They are a part of personality, the spontaneous expression of an inner force which is the individual himself, an entity which is his alone and which sets him apart from all others. A personality may be negative, or positive, or neutral, but whatever it is, it affects all with whom it comes in contact. It is the foundation upon which both success and failure are built. In reviewing the career of a man, one must always keep in mind this intangible factor of personality.

Theodore Wesley Koch was endowed with an unusual personality. It was the key to all that he did. Without a comprehension of that fact the vicissitudes of his life cannot be understood. His was a nature censorious only of inartistic and shoddy work and base motives. He had a gift for friendship. He did not live to know how wide was his circle of influence. It extended far beyond the localities in which he was a resident. Each lecture which he delivered added to it, and each visitor to the university who was privi-

leged to meet him immediately came under the spell of his charm. He was known and loved throughout the United States and in many European countries.

Mr. Koch spent his boyhood in Philadelphia, where he attended the public schools and the University of Pennsylvania, from which he graduated with the A.B. degree in 1892. That was the period when the classics were the basis for such a degree. He then went to Harvard for two years, where he specialized in modern languages, receiving an A.B. in 1893 and an M.A. in 1894. All this was accomplished before his twenty-third birthday. There was no chapter of Phi Beta Kappa at the University of Pennsylvania when he graduated; he was elected to membership in that fraternity by the Pennsylvania chapter in 1908.

His introduction to library work was through bibliography and bibliographic cataloging, probably the best possible foundation for a library career. His was distinguished for scholarship and for a scholarly interpretation and application of library techniques. For five years he worked on the catalog of the Dante collection at Cornell. This was printed in two volumes and is the basic reference tool on Dante. It is truly a monumental work, an adequate description of one of the greatest collections in the world on one of the most notable figures in all literature. This catalog established Mr. Koch's reputation as a bibliographer of the highest order. It also started him on his

literary career as his first two published articles were developed from his studies in connection with the catalog: *Dante in America*, written for the Dante Society in 1896; and *The Growth and Importance of the Cornell Dante Collection*, a pamphlet published by Cornell in 1900.

The years 1900-01 were spent in study at the Collège de France, University of Paris. It was during these years that Mr. Koch acquired his understanding of the French people and his fondness for them and for their country, which drew him back to Paris many times. It stimulated and refreshed him, as no other vacation ever did, to cross the ocean and spend a few days or weeks in the libraries and bookstores and among the art treasures of that fascinating country. Unfortunately, he was never able to carry out his ambition to complete his studies for a doctorate at the University of Paris. Late in his life his link to the country was officially recognized when the French government decorated him in 1940 with the Cross of the Knight of the Legion of Honor.

On April 1, 1902, Mr. Koch became an assistant in the Library of Congress in the Catalog Division. Here he was associated with Dr. Putnam and the distinguished group of librarians then serving there. They were his loyal lifelong friends. These years acquainted him with the intricacies of the administration of a large library and prepared him for the librarianship to which he was soon called.

At Michigan

An invitation was extended him in 1904 to become assistant librarian at the University of Michigan, a post which he accepted in the fall of that year. The following year when R. C. Davis, who

had been librarian for many years, was made librarian emeritus, Mr. Koch was promoted to the position of librarian, a post which he held actively until 1915. He was then given a year's leave of absence, and he officially severed his connection with the university in the summer of 1916. A change of administrators and policies caused him to relinquish this librarianship.

When Mr. Koch went to Ann Arbor he found the library a traditional type, administered by a scholar for scholars. It was his task to modernize it in every way. The book collection was exceptional but not in the least popular, the staff was far too small, the building inadequate, and technical methods antiquated. In a few months he had transformed the place from a static to a dynamic institution. To one who knew it in 1903 and then again in 1907, the changes seemed phenomenal. The reading room had been refurnished and provided with a reference collection of several thousand volumes in place of the single case of encyclopedias and dictionaries. The upper walls were adorned with portraits of men distinguished in the university or elsewhere, and the museum had lent it beautiful vases from its collection of Chinese ceramics. The periodical room had been opened to the public, and a more popular type of book occasionally appeared in the new books case. The whole cataloging procedure was reorganized, the purchase of Library of Congress cards being inaugurated. Student circulation was instituted and proved very popular.

In the summer of 1909 courses in library methods were offered for the first time at the University of Michigan. This experiment was eminently successful, and the practice was continued until the de-

mand for instruction in library science necessitated the organization of a department of library science at the university in 1926.

Credit is also given Mr. Koch for starting the movement for a new library building for the University of Michigan and for carrying forward the campaign until the appropriation for it was forthcoming.

In 1916 after some months of rest and recuperation from a serious illness, he went again to the Library of Congress, this time to head the Order Division for a period of four years. He was then ready in 1919 to start upon the last era of his career, the twenty-two years spent at Northwestern University, which ended as he was about to retire in the early spring of 1941.

At Northwestern

Mr. Koch repeated at Northwestern much of the story of his reorganization and innovations at Michigan. When he went there he found a mediocre library attempting to serve a rapidly developing university. He left it a distinguished collection, housed in an unusually beautiful and commodious building, and administered by a competent staff, serving the needs of a large and exacting body of faculty and students.

In addition to his functions as librarian, he was often called to serve on faculty committees, both special and standing. For many years he was on the Norman Wait Harris Lecture Foundation Committee, acting as chairman recently. He was a member of the Committee on Honorary Degrees and of the Faculty-Alumni-Student Committee. When President Snyder was to be inaugurated Mr. Koch served on the committee of arrangements for that occasion.

DECEMBER, 1941

Other Professional Interests

Although his official duties were taxing, Mr. Koch found time for other professional interests. He was a member of the Evanston Public Library Board from 1922 to 1937. He was vice president of the American Library Association in 1928 and served on numerous committees of that organization. From 1930 to 1932 he was president of the American Library Institute. He was active in the Bibliographical Society of America, contributing to its *Papers*. At the end of his life he had the responsibility and the pleasure of the presidency of the Caxton Club of Chicago, an organization which gave him ample scope for his bibliographical, artistic, and social talents. Earlier he had been chairman of its program committee. He was a member of the University Club of Evanston and at one time its president. He also served that club as chairman of the program committee and chairman of the library committee. His other clubs were Wayfarers, Cliff Dwellers, MacDowell Society, Alliance Française, French Club of Evanston.

In beautifying the libraries at Michigan and Northwestern Mr. Koch expressed one of the cardinal principles of his life. His esthetic sense was keen. Although not himself a creative artist, he required beautiful things about him and wished everyone to have the inspiration which they afford. His joy in a work of art was infectious, whether it was a printed page or a bronze bust. The Charles Deering Library at Northwestern is a monument to him in this, as in many other respects. Each detail of ornament was carefully considered, and many weeks were spent by him in the architect's office developing them.

Early in his professional career Mr.

Koch began to give the lectures for which he was so widely known. His first interests were Dante and bookplates. His catholicity of interests is shown by the subjects of his talks. Usually they were illustrated with the finest of slides, his personal property. They include: "Carnegie Libraries," "Famous Old World Libraries," "Present Day Library Buildings," "Literary Forgeries of the Nineteenth Century," "Books and Libraries."

Publications

Mr. Koch's publications were numerous. They fall naturally into four periods. The first decade was bibliographical from the catalog on Dante to *Carnegie Libraries*. The second decade was descriptive, the result of his trips to the great libraries of the world: the Bodleian, the British Museum, the Bibliothèque Nationale, and the Imperial Public Library, St. Petersburg. The last of the series was *Old-Time, Old-World Librarians* in 1914. These articles were published, for the most part, in *The Library Journal*, with reprints. They are now of even more importance as they describe conditions that are past history. This period also included the pamphlets published for and about the University of Michigan Library.

The third period was shorter, the time of the first World War, but it was prolific. There were at least seven titles in four years. The series commences with a pamphlet of some fifty pages entitled *Books in Camp, Trench and Hospital*, of which there are two editions, both 1917. It ends with *Les Livres à la Guerre*, 408 pages, 1920, a translation of his *Books in the War*, 1919, which, in turn, was an

elaboration of his *War Libraries and Allied Studies*, 287 pages, 1918. These pamphlets and books give the history, not alone of the American effort to furnish books for the soldiers, but also of the British. They are popular accounts of that work, but are essentials for its history.

The fourth period covers nearly two decades from 1923 to 1940, with some fifteen titles, besides a number of leaflets. The key to this period is *Tales for Bibliophiles*, 1929. The original works and translations all deal with book collecting, the pleasures of acquiring, owning, and reading books. These years also saw an increasing emphasis on fine printing. The books are unpretentious in size, but each is a work of art. Format echoes content. They are books for the bibliophile in every sense. It is a joy to own them and to read them. The leaflets, notices, and such so-called ephemeral material for which Mr. Koch was responsible during these later years, are really collectors' items because they were so carefully designed and appropriately printed.

Mr. Koch's wife and daughter have received very many tributes from his wide circle of friends. These testify to his unusually charming personality and to his professional sagacity. The monuments which will keep his memory fresh to those who were privileged to know him are his writing for bibliophiles and his building at Northwestern University. They both are tangible expressions of his personality, and from them later generations may understand something of the character of the unassuming, friendly scholar and librarian, Theodore Wesley Koch, who died in Evanston, Illinois, on March 23, 1941.

Book Reviews

A Metropolitan Library in Action; A Survey of the Chicago Public Library. C. B. Joeckel and L. Carnovsky. University of Chicago Press, 1940. xvii, 466 p. \$3.

A Metropolitan Library in Action by Professors Joeckel and Carnovsky bids fair to take its place as a landmark in the literature of librarianship. This is not because it is the most complete study of an individual library yet made. Nor is this because of the cost (\$10,000) and time taken for the study. Rather the importance of this book lies in the fact that it has at least three far-reaching implications for librarianship. These may be briefly stated as follows:

1. Administrative organization and management are of greater importance to library service than many librarians have realized in the past.

2. The soundest approach to the evaluation of a given library's service is the case study method.

3. Library service (and more specifically library administration) is most effectively approached from a combination of the five viewpoints: library "administration as law, as institution, as experience, as theory and invention, and as problem and relationship."¹

Each of these may be examined briefly in turn.

A significant statement on p. 417 underlines the importance of organization and management:

One important proviso is made with respect to larger library revenues. Increased income should be accompanied by the administrative reorganization and service changes suggested later in this chapter. It

is unwise to add new fuel to the engine before the engine itself has been thoroughly overhauled and is ready to function efficiently.

Now the above is not an attempt to designate administrative organization as more important than increased revenues. But it does underline the fact that more money will be of little avail unless the library has an efficient and smooth-functioning organization.

If one wished to apply this point to librarianship in general, several interesting possibilities might arise. Few librarians have failed at some time or other to emphasize their need for additional income. One wonders how many of them have first given careful study to their administrative organization and services, and satisfied themselves that they are as efficient as possible. Again how many librarians have developed plans at all comparable to those proposed in this book for the Chicago Public Library? Naturally such a librarian's plans could not be as comprehensive or as far-reaching as those for Chicago, but some plans should have been made before additional money is requested. Again one may well wonder whether such a request, made after careful study and planning, would not have better chances for success than simply a request for money unaccompanied by any careful analysis. One may be unduly influenced here by the better chances of success of a request analyzed by Professors Joeckel and Carnovsky, and documented by *A Metropolitan Library in Action*. But the same principle applies even if the request comes from the library staff itself—it is more likely to succeed

¹ Dimock, M. E., "The Meaning and Scope of Public Administration," in Gaus, J. M., White, L. D., and Dimock, M. E., *The Frontiers of Public Administration*, University of Chicago Press, 1936, p. 9.

if it is preceded by careful study and is documented by detailed plans.

In one sense of the term, the entire volume is devoted to "administration." The chapters devoted specifically to administrative organization and management, however, constitute approximately one half of the book's 466 pages. No better evidence could be cited for the importance of these topics.

The Case Study Method

A Metropolitan Library in Action is the best example to date of the application of the case study method to library evaluation. Hence, certain comments are in order.

As already suggested this book is conclusive evidence that the best way of studying a given library is the case study method. While the authors draw heavily upon the experience of other libraries, as well as standards of the American Library Association, their recommendations are clearly for the Chicago Public Library. Furthermore their evidence is based on the needs and problems of Chicago and not assumed needs or the experience of other libraries. This fact makes it difficult to disagree with specific findings or recommendations. For example, a member of the faculty of the University of Illinois Library School might be expected to question whether

"The establishment of a general first-year library school in Chicago would be a fortunate event. . . ." (p. 423)

And yet the authors make it quite clear that such a step would be one way of solving certain of the library's pressing personnel problems. Other recommendations might also be questioned, but even if they would not be best for the majority of

libraries, Chicago might well be (and undoubtedly is in some cases) the exception to the rule.

A frequent misconception is that the case study has little to contribute to general professional knowledge. This may be attributed in part to the excessive dependence of librarianship in the past upon the "How we do it" type of article. Other librarians try to follow suit and find unsatisfactory results. This book helps to clear up this problem. It is not a collection of "How Chicago does it" items. Instead it is a complete and factual description of all the conditions under which the Chicago Public Library operates. As such any library which finds all of its conditions similar can make use of the findings and recommendations.

Libraries Use the Book

Anyone familiar with libraries or library literature can testify that other libraries are using the book and are finding it extremely helpful. The authors' statement

"The essential universality of library problems justified the publication of this case study of a single library" (p. v.)

is quite true. It is true, however, because the authors have given careful attention to all of the conditions and factors which are pertinent. Thus, another library can determine for itself which of its factors are comparable and which are not. Argument by analogy is valid only if all of the conditions are similar.

The Chicago Public Library is an excellent choice for such a case study. This is partly because of its size and partly because of the variety of problems encountered. One can find in this book some discussion of almost every aspect of li-

brarianship. Similarly too the choice of authors is a happy one. Professors Joeckel and Carnovsky are detached enough to avoid the slavish imitation of one institution or of one way of doing things. In addition they draw heavily upon a wide background of knowledge, experience, and observation of other libraries.

But perhaps the greatest contribution of this book lies in the fact that it synthesizes all five of the approaches to the study of library administration: administration as law, as institution, as experience, as theory and invention, and as problem and relation. There are other examples of these various approaches to librarianship² but nowhere else are they so skilfully blended into one unified treatment.

It would not be difficult to take each of these five approaches and illustrate their use in this book. This, however, is not necessary, for a few examples may suffice. Take for example the authors' treatment of law. Chapter III deals with the government of the library, i.e., the legislation under which the library operates. But the approach is always from the standpoint of the effect upon the library's operation and management. Furthermore, there are at least fifteen other references to legislation throughout the remainder of the book. The authors thus quite properly consider legislation as defining and delimiting the operation of the library. And for this reason they do not limit their discussion to what is commonly termed "library" legislation.

Use of Theory and Invention

Again, one may commend the authors' skilful use of theory and invention. As an example:

² Waples, Douglas. *Investigating Library Problems*. University of Chicago Press, 1939, p. 66-77.

It is further suggested that consideration be given to a plan for the retirement at age sixty of assistants who have not passed beyond a point in the library service equivalent to the present Grade IV. (p. 204)

Here was a problem which was important and for which there has been no adequate solution in the experience of other libraries. Consequently the authors could either have avoided it or have tried a new approach. Characteristically they chose the latter course, and an interesting new suggestion is added to the professional body of knowledge. Incidentally librarianship needs more of this.

The book is full of examples of the problem and relationship method. Chapter II, "Chicago: The City and Its People," sets the tone of the entire volume. The library's management and services are considered against the background of social and economic conditions, and even in discussing the institutional aspects of the library one is always conscious of this underlying viewpoint.

Implications for Librarianship

The significant implications for librarianship, however, lie not in the use of any one of these approaches to administration but rather in the use of all of them. This is the type of professional contribution which is greatly needed today. From an excessive use of the "experience" approach (the "how to do it" type) librarianship might easily swing to the other extreme and overemphasize say the "institutional" approach. In recent years there seems to be a large increase in the number of articles and studies dealing with the formal framework and procedures of administration. Such studies are needed and will be valuable, but it would be unfortunate if they become the "vogue" to the exclu-

sion of other approaches. Again librarianship needs all the theory and invention it can obtain, but it would be unfortunate if there should be as universal devotion to any single approach as there has been to the experience approach among librarians generally.

The most important need of library administration is for studies of, say, law in relation to library experience, sociological and economic backgrounds, and theories and invention. *A Metropolitan Library in Action* has set the pattern by its admirable synthesis of the various approaches. It is to be hoped that other similar contributions will follow.—E.W. McDiarmid, *University of Illinois Library School*.

The Chicago College Plan, by Chauncey Samuel Boucher, Revised and Enlarged after Ten Years' Operation of the Plan. A. J. Brumbaugh. University of Chicago Press, c1940. 413p. \$3.

THE FIRST EDITION of this work presented a description of the organization of the Chicago College Plan and its first years of operation, a discussion of the philosophy and content of its curriculum, a description of its personnel and materials, and of the many problems and difficulties of its operation. The present edition adds to the first work the record of successful additional years of operation of the plan, and some highly important as well as highly interesting material concerning the guidance and personnel work, the four-year junior college, the student evaluation of the program, and the modifications and additions to the original program brought about by study of that program in operation.

At first glance, this work seems to be for the professional educator. To li-

brarians the volume is extremely disappointing since the discussion of the library facilities of the University of Chicago College is limited to sixteen pages. Taken apart from the rest of the volume, these pages present little to us, it is true, beyond a record of circulation and a description of library materials and their organization. A thoughtful reading of the whole volume, however, gives meaning to the library statistics—so much so, in fact, that the reviewer ventures the opinion that this volume is one of the best available discussions of the objectives and problems of college library administration.

The materials of a college library are its books and its readers, and its field of operation is the contact between the two. Whether we think of reading in the critical, analytical sense used by some, or in the recreational and dilettante senses used by others, this contact between the book and its user is the opportunity and the responsibility of the college library.

The Chicago College Plan places a heavy emphasis on the careful, critical reading of books. It does not presuppose, as some people seem to think, that good reading is all that is required for an education. It does, however, make that contact between the book and its reader a highly important step in the educational process. Consequently, this descriptive volume about the plan has much to say about the methods and results of reading, and, both directly and indirectly, about the problems, the methods, and the achievements of the library.

For example, in the discussions of the philosophy and content of the curriculum, and the organization and presentation of course materials, considerable emphasis is placed on the suitability of books to their users and to their purposes. Again in

the chapter "Student Guidance and Personnel Work," much attention is given to identifying the student's previous and present use of books, to measuring various factors which go to make up his total reading ability, and to using information thus gained to further the individual's educational progress. In the section "Special Instructional Material," constant reference is made to the relationship of books to other methods of presenting educational materials. The full, excellent documentation in the Appendices also contains much information and many suggestions regarding the selection, organization, and use of books in the college program.

In a narrow sense, this book is a detailed description of a single institution of higher education. In a larger way, the book is a significant contribution in the field of American democratic education, and in that sense, for the librarian is a significant contribution in his own field. The college librarian today is constantly faced with the problem of defining his position and that of his unit in the college community. The problem is largely that of defining the objectives of the college library, and the methods of reaching those objectives in practice. If the librarian will study this volume on the Chicago College Plan with the words "Books" and "Reading" in mind, he will find a large portion of his own difficulties discussed there, and many suggestions for his own procedure.—*G. Donald Smith, Mary Washington College Library, Fredericksburg, Va.*

TO THE EDITOR:

In the June issue of *College and Re-*

search Libraries, there was a review of our publication, *Review Index*. May I have the opportunity to reply to two of the criticisms made in that review?

One criticism was that the reviews of foreign books are very important, but that *Review Index* does not list foreign periodicals. At the price for which we are furnishing *Review Index*, it is impossible for us to index foreign language periodicals. Another reason for not including this type of material is the European war, which makes receipt of most foreign publications quite uncertain. We believe it should be pointed out that *Review Index*, unlike the *Book Review Digest*, indexes reviews of all foreign books which appear in the periodicals on our desk. This fact gives *Review Index* a decided edge over *Book Review Digest* in the matter of Foreign Book Reviews.

Our second point is that the reviewer mentions only the number of titles (1500) which *Review Index* gives in addition to the *Book Review Digest*.

Our main purpose is not to provide reviews of titles not found in the *Book Review Digest*. Rather, *Review Index* proposes to provide critical, professional reviews for every book it lists. Therefore, we believe it should be mentioned that *Review Index* lists more than 5000 reviews per year which cannot be found in the *Book Review Digest*.

The editors of *Review Index* agree with H. S. Canby that only a specialist can write a reliable review, and, therefore, *Review Index* proposes to index reviews written by specialists rather than those written for the more popular book review periodicals.—*Lyman W. Newlin, Business Manager, Follett Book Company.*

Current Reference Aids

COMPILED by the Subcommittee on Current Reference Aids of the Association of College and Reference Libraries, covering the quarter, April 1-June 30, 1941. Titles are arranged by broad D.C. classification, with citations to reviews and annotations in many instances. The committee: Louis Shores, chairman; Frances Neel Cheney, secretary; Etheldred Abbot; Mabel L. Conat; Jack Dalton; Judith W. Hunt; Louis Kaplan; Charles F. McCombs; Robert Orr; James T. Rubey; Harold Russell; Anne M. Smith. Please address all communications to Louis Shores, Peabody Library School, Nashville, Tennessee.

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(General only, including periodical indexes)

Bennett, Whitman. *A Practical Guide to American Book Collecting (1663-1940)*. Bennett Book Studios, 1941. 254p. \$7.50.

P.W. 139:1784-85, Apr. 26, 1941. (Favorably reviewed by R. W. G. Vail.)

Annotations and full bibliographical information on the first printings of nearly a thousand outstanding American books.

Besterman, Theodore. *Early Printed Books to the End of the Sixteenth Century: A Bibliography of Bibliographies*. Quaritch, 1940. 309p. 21s.

Hervias, E. Varela. *Indice de la Hemeroteca Municipal de Madrid. Fascículo I. Sección de Cultura e Información, Artes Gráficas Municipales, Madrid, 1941*. 150p. 25 pesetas.

Joughlin, G. Louis. *Basic Reference Forms*. Crofts, 1941. 94p. 80¢.

Martin, Laura K. *Magazines for High Schools; An Evaluation of a Hundred Titles*. Wilson, 1941. 161p. \$1.75.

Winchell, Constance M. *Reference Books of 1938-1940*. A.L.A., 1941. 106p. \$1.25.

020 Library Science

Schöne, Walter. *Deutsche Zeitung des siebzehnten Jahrhunderts in Abbildungen*. Harrassowitz, 1940. 432p. RM 20. (Deutsche Zeitung im ersten Jahrhundert ihres Bestehens, 1609-1700.) *Deutsche Literaturzeitung*, column 130, Feb. 2, 1941.

100 Philosophy

Bibliotheca Esoterica: Catalogue Annoté et Illustré de 6,707 Ouvrages . . . des Sciences Occultes et des Sociétés Secrètes. Dorbon aîné, 1940. 668p. 80 fr. (French)

300 Social Sciences

Adler's Directory; A Compilation of Passenger Steamships Sailing from European Ports and Arriving in the Eastern Ports of the U.S. from 1899 to 1929 Inclusive. Steamship Directory Publishers, 1940. 312p. \$10.

Arranged first by year, then by country, steamship line, day of the month, and name of steamship. Designed for the use of immigrants seeking citizenship, but also valuable for the historian.

Anuario Ercilla, año I, 1940. Sinopsis General de Chile. . . Países Latinoamericanos. Ercilla, 1940. 1992p. Apply. Statistics on government, economics, etc.

Johnson, Charles S. *Statistical Atlas of Southern Counties*. University of North Carolina Press, 1941. 355p. \$4.

Has bibliography of over 600 books, doctoral dissertations, and special reports on counties.

Schapera, I., comp. *Select Bibliography of South African Native Life and Problems*. Oxford University Press, 1941. 250p. 10s.6d.

Nature 147:525, May 3, 1941.

330 Economics

Chapel, Charles E. *Fingerprinting; A Manual of Identification*. Coward-McCann, 1941. 299p. \$4.75.

History with chapters on technique, fingerprint patterns, and classification. For the layman, but quite detailed in treatment.

Clarke, Helen I. *Social Legislation, American Laws Dealing with Family, Child, and Dependent*. Appleton-Century, 1940. 655p. \$4.50.

Am. Pol. Sci. R. 34:1205, Dec. 1940; *Ann. Am. Acad.* 213:216, Jan. 1941.

Poel, D. C. van der. *Economische Encyclopedie*. W. de Haan, 1940. 700 columns. 3.95 guilders.

Ratti, Luis P. *Diccionario Razonado de la Legislación Comercial*, Occidental Business Agency, Buenos Aires, 1940. 539p. Apply.

Social Security Yearbook for the Calendar Year 1939. Annual Supplement to the *Social Security Bulletin*. Federal Security Agency, 1940. 271p. 50¢.

First issue. Covers 1933-39.

U.S. Bureau of Foreign and Domestic Commerce. *Atlas of Wholesale Dry Goods Trading Areas* by Elma S. Moulton. Government Printing Office, 1941. 107p. 30¢. (U.S. Bureau of Foreign and Domestic Commerce. Economic Series, 12)

Forty-six selected metropolitan areas. Market data coverage incomplete.

U.S. Temporary National Economic Committee. *Monographs*. Government Printing Office, 1940-1941. 44 vols. \$16.50.

Charts, diagrams, and statistical data.

Wer leitet? *Die Männer der Wirtschaft und der einschlägigen Verwaltung*. Hoppenstedt, 1940. 1012p. RM 72.

Gives for each man: date of birth, occupation, address, companies with which affiliated, and society membership.

370 Education

Báez Allende, Amadeo. *Universidades Latino-Americanas*. Imprenta Nacional, 1940. 40p. Apply.

Contains brief histories.

Beals, Ralph A., and Brody, Leon. *Literature of Adult Education*. American Association for Adult Education, 1941. 493p. \$2.

Brainard, Alanson D. *Handbook for School Custodians*. University of Nebraska, Extension Division, 1941. 170p. \$1. (Contribution to Education 16.)

Cattell, J. McKeen, Cattell, Jaques, and Ross, E. E., eds. *Leaders in Education—A Biographical Directory*. 2d ed. Science Press, Lancaster, Pa., 1941. 1134p. \$7.

First revision in eight years.

Engelman, Lois E., and Eells, Walter C. *The Literature of Junior College Terminal Education*. American Association of Junior Colleges, 744 Jackson Place, Washington, D.C., 1941. 322p. \$2.50. (Terminal Education Monograph 1.)

L.J. 66:607, 626, July 1941.

Annotated bibliography of more than 1500 titles.

Holmes, Ruth M. *Sources of Free Teaching Aids*. State Teachers College, Lock Haven, Pa., 1941. 50¢.

Lehman, Maxwell, and Yarmon, Mormon. *Guide to U.S. Government Jobs*. Home Institute, 109 W. 19 St., N.Y., 1941. 39p. 15¢.

Small, George D. *Dean of Men's Viewpoint—An Annotated Bibliography of References of Interest to Deans and Advisers of Men*. National Association of Deans and Advisers of Men, 1941. 200p. Apply.

Traxler, Arthur E., and Seder, M. *Ten Years of Research in Reading-Summary and Bibliography*. Educational Records Bureau, 437 W. 59 St., N.Y., 1941. 195p. \$1.25. (Bulletin 32.)

400 Philology

Goldman, Stanislaw. *Dictionnaire Français-Polonais et Polonais-Française*. Edit. Franco-Polonaïses, 1940. 508p. 36 fr. (French)

Wilhelm, Hellmut. *Deutsch-Chinesisches Wörterbuch*. Pt. 1. Nössler, Shanghai, 1940. 208p. RM 40 (complete)

500 Sciences

National Research Council. Industrial Research Laboratories of the United States. 7th ed. National Research Council, 1940. 372p. \$3.50. (Bulletin 104.)
Am. Chem. Soc. News Ed. 19:598, May 25, 1941.

530 Physical Sciences

Ellis, Carleton, and Wells, Alfred A. The Chemical Action of Ultraviolet Rays. Reinhold, 1941. 961p. \$12.

Am. Chem. Soc. News Ed. 19:548, May 10, 1941;
Am. Chem. Soc. Jl. 63:1773, June 1941; *Jl. Dairy Sci.* 24:A129-30, May 1941.

Jackson, Mary L. Guide to Mineral Industries Literature. Pennsylvania State College Library, State College, 1940. 18p. 50¢ (Pennsylvania State College, Library Studies 2.)

Patterson, Austin M., and Capell, Leonard T. The Ring Index. A List of Ring Systems Used in Organic Chemistry. Reinhold, 1940. 661p. \$8. (American Chemical Society Monograph 84.)

Am. Chem. Soc. News Ed. 19:278, Mar. 10, 1941.

570 Biological Sciences

Chamberlin, Willard J. Entomological Nomenclature and Literature. Edwards Brothers, Ann Arbor, Mich., 1941. 103p. \$2.60.

Clute, Willard N. American Plant Names. Willard N. Clute & Co., Indianapolis, 1940. 285p. \$3.

A list of vernacular names of plants in North-eastern America.

Cushman, Joseph A. Foraminifera, Their Classification and Economic Use. 3d ed., rev. and enl. with An Illustrated Key to the Genera. Harvard University Press, 1940. 535p. \$6.

Bibliography: p. 335-94.

Hambidge, Gove. Hunger Signs in Crops. Judd & Detweiler, Washington, D.C., 1941. 327p. \$2.50.

Am. Soc. Agron. Jl. 33:579-80, June 1941.

Hayman, R. W., and Holt, G. W. C. The Families and Genera of Living Rodents. Vol. 1, Rodents Other than Muridae by

J. R. Ellerman. Quaritch, 1940. 689p. 35s.

Hering, Martin. Lepidopterologisches Wörterbuch. Kernen, 1940. 123p. RM 5.60.

Hortus Second; A Concise Dictionary of Gardening, General Horticulture and Cultivated Plants in North America. Comp. by L. H. Bailey and E. Z. Bailey. Macmillan, 1941. 778p. \$12.

Flower Grower 28:286, June 1941.

600 Useful Arts

Brown, Harry P., and Panshin, Alexis J. Commercial Timbers of the United States. McGraw-Hill, 1940. 554p. \$5.

Jl. Forestry 39:492, May 1941; *Mech. Engr.* 63:390, May 1941; *Southern Lumberman* 162:32, Feb. 15, 1941.

Haven, George B. Handbook of Industrial Fabrics. 3d ed. Wellington-Sears Co., 65 Worth St., N.Y., 1941. 789p. \$2.

Am. Chem. Soc. News Ed. 19:548, May 10, 1941. Limited to cotton fabrics manufactured by one company. Useful to purchasers.

610 Medicine

Allen, Edgar van Nuys, ed. Specialties in Medical Practice. Nelson, 1940. 2 vols., loose-leaf. \$22.

Great Britain. War Office. International Nomenclature of Blood Groups. Special Army Order 41. H.M. Stationery Office, 1941. 1d.

Hiron, Peter. Knaurs Gesundheits Lexikon. Knaur, 1940. 575p. RM 2.85.

Johnson, Bascomb, comp. Digest of Laws and Regulations Relating to the Prevention and Control of Syphilis and Gonorrhea in the Forty-eight States and the District of Columbia. American Social Hygiene Association, 1940. 438p., loose-leaf. \$4.50. (American Social Hygiene Association Publication A-274.)

Merck & Co., Inc. [Annotated Bibliographies] Merck & Co., Rahway, N.J., 1940-41. Free.

Alpha-Tocopherol (Vitamin E). 1940. 138p.

- Nicotinic Acid. 1940. 142p.
 Pantothenic Acid. 1941. 50p.
 Riboflavin. 1941. 173p.
 Sulfapyridine (2-sulfanilyl aminopyridine). 1940. 144p.
 Vitamin B₁ (Thiamine Hydrochloride). 1940. 97p.
 Vitamin B₆ (Pyridoxine). 1941. 64p.
 Vitamin K. 1940. 91p.
- Mitchell, Albert G. Pediatric Bibliography. National Research Council, 1941. 119p. 75¢. (Monographs of the Society for Research in Child Development VI, No. 1.)
- Söllner, Roland. Index Thérapeutique de Médecine Dentaire. Poyot, 1940. 191p. 8 fr. (Swiss)
- Von Oettingen, Wolfgang F. Toxicity and Potential Dangers of Aliphatic and Aromatic Hydrocarbons: A Critical Review of the Literature. Government Printing Office, 1940. 135p. 20¢. (Public Health Bulletin 255.)
 Bibliography: p. 58-65, 125-35.
- Obstetrics & Gynecology Guide. Vol. 1- . . .
 Obstetrics and Gynecology Guide, 3313 14th St., Washington, D.C., 1941- . \$9. a year.
- 620 Engineering
- Anderson, Edwin P. Audels Millwrights and Mechanics Guide. Audel & Co., 49 W. 23rd St., N.Y., 1940. 1167p. \$4.
- Crosby-Fish-Forster Handbook of Fire Protection. R. S. Moulton, ed. 9th ed. National Fire Protection Association, 60 Battery-March St., Boston, 1941. 1308p. \$4.50.
Engr. News Rec. 126:79-80, Mar. 27, 1941; *Heating, Piping, Air Cond.* 13:134-35, Apr. 1941.
 " . . . represents the work of more than 100 authorities."
- Motor's Factory Flat Rate Manual. 14th ed. Motor, 572 Madison Ave., N.Y., 1941. 1209p. \$6.50.
- U.S. Bureau of Reclamation. Concrete Manual. 3d ed. U.S. Bureau of Reclamation, Denver, 1941. 466p. \$1.
- Engr. News Rec.* 126:616, Apr. 24, 1941.
 " . . . brings concrete knowledge up to date and outlines bureau practices. . . ."
- Vine, Davis. The Reference Book of Aircraft Wheels. Pitman, 1941. 61p. 1s.
- Welded Steel Tubing Handbook. Formed Steel Tube Institute, 1621 Euclid Ave., Cleveland, 1941. 86p. \$1.
Prod. Engr. 12:332, June 1941; *Refrig. Engr.* 41:330, May 1941.
- Welding Encyclopedia. Stuart Plumley, ed. 10th ed. Welding Engineer Publishing Company, 506 S. Wabash Ave., Chicago, 1941. 712p. \$5.
 In addition to technical material, it contains information for buyers of welding supplies and equipment.
- Who's Who in Engineering, 1941. 5th ed. Lewis Historical Publishing Co., N.Y., 1941. 2107p. \$10.
- 700 Visual Arts
- Almanach du Cinema, 1941. Film-Press-Service, Geneva, 1940? 114p. 2 fr. (Swiss)
 First issue. Also published under the title Film-Kalender, 1941.
- Bunim, Miriam S. Space in Medieval Painting and the Forerunners of Perspective. Columbia University Press, 1940. 261p. \$5.
Art Bull. 23:178-80, June 1941; *Parnassus* 13:181, May 1941; *Technical Studies* 9:176-80, Jan. 1941.
 Bibliography: 207-16.
- Douglas, Frederic H., and Harnoncourt, Rene d'. Indian Art of the United States. Museum of Modern Art, N.Y., 1941. 218p. \$3.50.
Art Bull. 23:167-69, June 1941; *Art Digest* 15:27, Mar. 1, 1941; *Mag. of Art* 34:216, Apr. 1941; *Parnassus* 13:117, Mar. 1941.
 Selected bibliography: 211-18.
- Kobbe, Herman. Housing and Regional Planning. Dutton, 1941. 233p. \$3.
Arch. Rec. 89:28, Apr. 1941.
- National Society for the Study of Education. Fortieth Yearbook; . . . Art in American Life and Education . . . ed. by Guy M. Whipple. Public School Publishing Co., Bloomington, Ill., 1941. 819p. \$4.
Parnassus 13:183, May 1941.

Thomas, Mary. Dictionary of Embroidery. Hodder and Stoughton, 1941. 6s.

Wheeler, Joseph L., and Githens, A. M. American Public Library Buildings. Scribner, 1941. 484p. \$4.

Booklist 37:539, July 15, 1941.

780 Auditory Arts

Panum, Hortense. The Stringed Instruments of the Middle Ages: Their Evolution and Development. Rev. and ed. from the Danish by J. Pulver. Wm. Reeves, 1941. 520p. 22s.6d.

800 Literature

Allen, Gay, and Clark, Harry H. Literary Criticism; Pope to Croce. American Book Co., 1941. 669p. \$4.

"Collected writings of the main literary critics of the western world since the seventeenth century." *P.W.*

Bentley, Gerald E. The Jacobean and Caroline Stage; Dramatic Companies and Players. Oxford University Press, 1941. 2 vols. \$15.

Booth, Bradford A., and Jones, Claude E. A Concordance of the Poetical Works of Edgar Allan Poe. Johns Hopkins Press, 1941. 225p. \$5.50.

Bryan, William F., and Dempster, G. C., eds. Sources and Analogues of Chaucer's Canterbury Tales. University of Chicago Press, 1941. 765p. \$10.

Dumesnil, René, and Demorest, D. L. Bibliographie de Gustave Flaubert. L. Giraud-Badin, 1940. 360p. 65 fr. (French)

Grismer, Raymond L. A New Bibliography of the Literatures of Spain and Spanish America. Partial Report of W.P.A. Project 11 O.P. 165-1-71-124. Taylor-Made Perine Book Co., Minneapolis, 1941. Vols. 1-2. \$3 each.

Hispania 24:248, May 1941.
Lists everything printed in Spanish. Covers the letter "A."

Haas, Robert B., and Gallup, Donald C. A Catalogue of the Published and Unpublished Writings of Gertrude Stein, Ex-

hibited in the Yale University Library, 22 February to 29 March, 1941. Yale University Library, 1941. 64p. 50¢.

P.W. 139:1232-35 Mar. 15, 1941 (Reviewed favorably by R. F. Roberts).

Hangen, Eva C., comp. A Concordance to the Complete Poetical Works of Sir Thomas Wyatt. University of Chicago Press, 1941. 545p. \$5.

Hill, Raymond T., and Bergin, Thomas G., eds. Anthology of the Provençal Troubadours; Texts, Notes, and Vocabulary. Yale University Press, 1941. 363p. \$5. (Yale Romanic Studies, 17.)

Langenbucher, Hellmuth. Volkhafte Dichtung der Zeit. Junker und Dünnhaupt, 1940. 653p. RM 10?

Includes portraits, brief biographies, and bibliographical references.

Lewis, Benjamin R. The Shakespeare Documents; Facsimiles, Transliterations, Translations and Commentary. Stanford University Press, 1941. 330p. \$35.

Matthiessen, Francis O. American Renaissance; Art and Expression in the Age of Emerson and Whitman. Oxford University Press, 1941. 702p. \$5.

Ostrom, John W. A Checklist of Letters to and from Poe. Alderman Library, University of Virginia, 1941. 57p. \$2. (University of Virginia Bibliography 4.)

A mimeographed checklist of all known letters written to or by Edgar Allan Poe.

Picón Salas, Mariano. Formación y Proceso de la Literatura Venezolana. Cecilio Acosta, 1940. 271p. 8 Bolívars.

Contains a bibliography of Venezuelan literature for 1930-40.

Steinhauer, Harry, and Walter, Felix. Omnibus of French Literature. Vol. I, From the Renaissance to the Revolution; Vol. II, The Nineteenth Century. Macmillan, 1941. \$3.50 each.

Tannenbaum, Samuel A. John Webster; A Concise Bibliography. The Author, 601 W. 113th St., N.Y., 1941. 48p. \$3.25. (Elizabethan Bibliographies, 19.)

Tannenbaum, Samuel A. Shakespeare's *The Merchant of Venice*; A Concise Bibliography. The Author, 1941. 150p. \$6. (Elizabethan Bibliographies, 17.)

Tannenbaum, Samuel A. Thomas Kyd: A Concise Bibliography. The Author, 1941. 34p. \$3.25. (Elizabethan Bibliographies, 18.)

Walch, J. L. *Nieuw Handboek tot de Nederlandsche Letterkundige Geschiedenis*. Afl. 1-2. M. Nijhoff, 1940. 208p. 8.50 guilders (complete)

Waxman, Meyer. *History of Jewish Literature from the Close of the Bible to Our Own Days*. Bloch, 1930-41. 4 vols. Vol. 1, \$2.50; vol. 2, \$4.; vol. 3, \$4.50; vol. 4, \$5.50.

B.R.D. 1931, p. 1008; 1934, p. 991.
Fourth volume completes this scholarly and favorably reviewed history of post-Biblical literature.

Wiley, Autrey N., ed. *Rare Prologues and Epilogues, 1642-1700*. Norton, 1941. 403p. \$4.50.

An index to first lines and appendix, an introductory history, and critical essays.

900 History

Maliniemi, A., and Kivikoski, E. *Suomen Historiallinen Bibliografia, 1901/25*. 1940. 527, 107p. Apply. (Suomen Historiall. Seura. Käsikirjoja, 2.)

Nabholz, Hans, and Kläui, Paul. *Quellenbuch zur Verfassungsgeschichte der Schweizerischen Eidgenossenschaft und der Kantone*. . . . H. R. Sauerlander, 1940. 376p. 6 fr. (Swiss)

Nederlanders over de Zeeën; 350 Jaar Nederlandsche Koloniale Geschiedenis. Onder redactie van J. C. de Haan [et al]. W. de Haan, 1940. 351p. 6.50 guilders.

Neue Propyläen-Weltgeschichte; Herausgeber: Willy Andreas. Band I: *Urgeschichte, Frühzeit, Altertum*. Propyläen, 1940. RM 30?

To be complete in 6 volumes and an index volume. Index volume to contain chronological tables. Profusely illustrated.

910 Geography and Travel

Herrmann, Albert, ed. *Die Altesten Karten von Deutschland bis Gerhard Mercator; 22 Tafeln in Faksimile mit Erläuterndem Text*. K. F. Koehler, 1940. 24p. RM 18. (Deutsche Literaturzeitung, Jan. 5, 1941, column 35-39.)

MacFadden, Clifford H. *A Bibliography of Pacific Area Maps*. Institute of Pacific Relations, 1941. 130p. \$1.50. (Studies of the Pacific, 6.)

Puerto Rico. *Reconstruction Administration*. Puerto Rico, a Guide to the Island of Boriquen, comp. . . . in cooperation with the Writers' Program of the W.P.A. The University Society, N.Y., 1940. 409p. \$2.75.

Includes material on the history, government, economics, and social and cultural life of Puerto Rico.

Serial Map Service. Sept. 1939- . (monthly). Blackwell, 1939- . \$6. a year.

Unger, W. S. *Topografische Prenten en Teekeningen*. J. C. & W. Altorffer, 1940. 308p. 2.50 guilders. (Catalogus van den Historisch-Topografischen Atlas van het Zeeuwsch Genootschap der Wetenschappen, II.)

920 Biography

Diccionario Biográfica de Chile. 3d ed. "La Nación," 1940. 1080p. Apply.

Government Publications

French Official Publications in the Second World War

Miss Meyer of the Descriptive Cataloging Division of the Library of Congress, has been the representative of the Library of Congress in France until her recent return to this country.

When war began in September 1939 there was an initial period of complete disruption of all normal activity, both public and private. This was due to two major reasons: the contingencies of the general mobilization to which everything else became subordinate and the generally held belief that military operations would begin with an all-out air attack against Paris and the larger cities of France. What appeared to the uninitiated observer as a state of utter confusion proved to be the execution of a minutely established plan, details of which were laid down in the form of a law as early as July 11, 1938. There were several editions of this document including the original issue in the *Journal officiel*, also separately printed. In September 1939 it was widely distributed as:

Présidence du Conseil. *Organisation générale de la Nation pour le Temps de Guerre. Documents officiels au Jour au 1^{er} juin 1939.* Paris, Berger-Levrault, 1939.

After several weeks of suspended activity in all matters but the business of war, the government departments, learned institutions, and educational establish-

ments resumed their regular routine with but few changes.

The *Journal officiel* and various government publications continued on the whole as previously, although sometimes with more delay than usual.

One immediate result of the state of war was the suspension of the sale and distribution of all maps and publications of the Service géographique de l'Armée and of the Service hydrographique de la Marine. On the other hand, after a few months the Geographical Service began what was to be a pictorial record of the war for popular distribution but which never got beyond the first number.¹

The international exchange of learned societies and government publications was interrupted not so much on account of the war as for lack of funds. However, in December 1939 a small sum was made available by the Ministry of Education which enabled the Exchange Service to ship publications accumulated since May 1939 to their various destinations.

In this connection it may be stated that work on the *Inventory of French Official Publications*² which was begun in 1937, has continued without interruption under the auspices of the Commission des Publi-

¹ Service géographique de l'Armée. *Mémorial de la Guerre*. No. 1, janvier 1940. Paris, Section photographique et cinématographique de l'Armée [1940].

² Ministère de l'Éducation nationale. *Inventory général des Publications officielles. Première série: Institutions générales de l'État*, t. 1^{er}: *Publications administratives et techniques*. 1937-38. Paris, Librairie Berger-Levrault, 1940.

cations Administratives and the Bibliothèque Nationale. The former was established by decree of August 6, 1937. Funds for the undertaking were made available by Parliament in 1938. In December 1940, six months after the German occupation, the first volume was in press. Examination of the page proof of the opening section shows that the approach is both historical and legal. The introduction includes the history of the project, the text of the legislative acts bearing on French government publications, an outline of the plan of the inventory and definitions of what constitutes official and semiofficial publications. This is followed by the list of parliamentary publications, with a lucid exposé of parliamentary procedure as regards official acts. The administrative and technical publications of the executive departments of the central government are similarly treated. Part 2 will cover publications of learned bodies, also maps and charts; Part 3, departmental and municipal publications; Part 4, publications of the colonies and protectorates.

New Publications

In the early stages of the war a number of new publications were undertaken. Outstanding among these is the *Bulletin analytique*³ issued by the Centre National de la Recherche Scientifique, which embodies abstracts from French and foreign scientific publications. Plans for this enterprise, which was of vital importance for national defense, were made soon after the outbreak of war, coincident with the reorganization of the Centre de la Recherche Scientifique (decree of October

19, 1939). The first number marked 1/6 and dated January-March 1940 included digests for the period September 1939 to March 1940. Although the bulletin was originally planned as a semi-monthly, the following issue was again a double number, 7/8, dated April 1940. Number 9 appeared on May 15. The bulletin was temporarily suspended at the time of the German advance, but Pierre Auger, the editor, was back at his post in Paris in October 1940, hopeful of being able to resume work on the publication, although with obvious limitations.

The Ministère de l'Armement was created by decree of September 20, 1939. It was headed by Raoul Dautry, formerly director of the Chemin de Fer de l'Etat. All of its publications, chiefly in mimeograph form, were of a confidential nature with the exception of a small series of which only two numbers appeared before the occupation, others being in press at the time:

Ministère de l'Armement. *Guide du Fournisseur du Ministère de l'Armement*. octobre 1939.

———. *Votre Main-d'œuvre. Guide No. 2 du fournisseur*. [1940?]

The mass shifting of populations from Alsace-Lorraine in the immediate zone of war operations to the central departments was responsible for the bilingual weekly *De l'Est à l'Ouest*.⁴ This was published by the prefect of Charente-Inférieure in French and German as a sort of first aid and liaison bulletin for bewildered Alsace and Lorraine families uprooted from their homes without warning and frequently torn apart in the confusion.

³ Ministère de l'Éducation nationale. Centre de la Recherche scientifique. *Bulletin analytique*. Vol. 1, No. 1/6, janvier-mars 1940—Paris, Service de Documentation du C.N.R.S.; Hermann & Cie, 1940.

⁴ Préfecture de la Charente-Inférieure. Secrétariat général. *De l'Est à l'Ouest. Bulletin de Renseignements pour les Évacués. Auskunftszettel für Evakuierte*. Nos. 1-36, 3 octobre 1939-5 juin 1940. 36 nos. French and German.

Establishment of Censorship

One of the usual effects of war is the establishment of censorship for the printed, written, and spoken word on the one hand, and of an official propaganda service on the other, so as to keep public opinion in the desired channels. Provisions for this were made in the law of July 11, 1938, referred to above. There it was stipulated that "a general information service for the dissemination of all data useful in the interests of the nation" was to be set up even before a state of war existed. Thus the Commissariat Général à l'Information, established by decree of July 29, 1939, and further organized by the decrees of September 1 and 15, 1939, came into existence. It consisted originally of five sections, four of which are of interest to librarians as publishing agencies: 2° Division, Service de la Documentation; 3° Division, Service de l'Information à l'Intérieur et aux Colonies; 4° Division, Service de l'Information à l'Etranger; 5° Division, Service de Presse et de la Censure.

Information and Propaganda Services

The economic information and propaganda services, which until then had been under the Présidence du Conseil, the service for the control of cinematographic films of the Ministry of Education, and the news and propaganda services of the national broadcasting organization, as well as the control of private broadcasting ordinarily under the Ministère des Postes, Télégraphe, et Téléphone, were all transferred to the new Commissariat. Finally, by decree of November 18, 1939, the Service d'Information et de Presse of the Ministère des Affaires Etrangères was placed under the authority of the Commissariat, to which the Service des

Oeuvres Françaises à l'Etranger, the cultural relations section of the Quai d'Orsay, had already been transferred. As a result, the *Bulletin quotidien de Presse étrangère* and the various press review bulletins for individual countries issued since 1916 by the Ministry of Foreign Affairs were being compiled from January 12, 1940, by the Commissariat Général à l'Information and from April 1, 1940, by the Ministère de l'Information.⁵ The last issued include:

Bulletin quotidien de Presse étrangère, 8 juin 1940, No. 7444.

Ironically, this last number contains nothing but a translation of Mr. Churchill's speech of June 4, 1940, in the House of Commons.

Bulletin périodique de la Presse allemande . . . 23-25 mai 1940, No. 509.

Id. . . . *Presse anglaise* . . . 9-11 mai 1940, No. 419

Id. . . . *Presse italienne* 1-2 mai 1940, No. 349

Id. . . . *Presse japonaise* 16-18 mai 1940, No. 82

Id. . . . *Presse russe* 18-20 avril 1940, No. 294

Id. . . . *Presse sudaméricaine* . . . 15-17 avril 1940, No. 224.

Id. . . . *Presse américaine* 28-30 mars 1940, No. 359

Id. . . . *Presse yougoslave* 14-16 mars 1940, No. 134

Others were discontinued early in the war; thus, the Belgian (28-30 septembre 1939, No. 133), the Roumanian (21-23 décembre 1939, No. 150), the Swiss (16-18 octobre 1939, No. 272), while the Polish bulletin stopped on the eve of war (24-26 août 1939, No. 272).

It is impossible at the present time to give anything but the most superficial

⁵ In March 1940, following widespread criticism of the Commissariat and its head, Jean Giraudoux, the playwright and poet, the department was reorganized as a ministry with Ludovic-Oscar Frossard as minister.

account of the publications of the Commissariat and Ministry of Information up to the time of the downfall of France. Its printed and mimeographed material was held to be strictly confidential with the exception of the various press releases and propaganda publications. Within the department conditions similar to those in most French ministries prevailed, but in this instance they were aggravated by war psychology and fear of espionage. The result was a lack of coordination between the various divisions and bureaux of the department, each one producing bulletins, leaflets, pamphlets, or books of which the others knew little or nothing.

Greatest Number

The second and fourth divisions of the Commissariat Général à l'Information appear to be responsible for the greatest number of publications. Among these the following may be mentioned:

Revue sommaire de la Presse étrangère. No. 1, 5 septembre 1939.

Sommaire, Presse parisienne. No. 1, 2 septembre 1939.

From October 31, 1939, both were issued together as:

Revue de Presse. Nouvelles à Signaler. Daily, mimeographed.

This was for the internal use of government departments. In addition to outstanding news from the local and foreign press, it included news and articles suppressed by the censor and news picked up from neutral and enemy radio stations. From the outbreak of war, the public no longer had access to German, Italian, Russian, and many neutral papers. Sometimes, even entire issues of British periodicals were seized by the censor.

Other publications of a similar nature included:

Revue de la Presse régionale. janvier 1940-

Analyse de la Radio allemande. septembre 1939-

In this same category from September 10, 1939, on, were many unnumbered mimeographed bulletins and pamphlets containing the full text of Hitler's speeches, addresses by Goebbels, Hess, and other Nazi leaders, German high command communiqués (not published in the French press), German, Italian, and Russian propaganda broadcasts in French, extracts from the Swiss press, encyclicals and statements from the Vatican.

Third Division Publications

The 3d Division issued the following publications which were considered at the time as highly confidential:

Compte-Rendu de Renseignements Concernant la Propagande italienne d'après l'Étude de la Presse.

Compte-Rendu de Renseignements Concernant la Propagande allemande d'après l'Étude de la Presse.

Both were quarterly at first, then irregular, and were issued in printed form.

The Service de l'Information auprès des Formations Militaires et Ouvrières des Territoires d'Outre-Mer dans le Métropole, one of the bureaux of the 3d Division, published a few numbers of a periodical intended for the French colored troops and labor battalions:

Bulletin des Armées d'Outre-Mer, Organe officiel du Centre de l'Entr'aide pour les Soldats et les Travailleurs des Territoires d'Outre-Mer dans le Métropole. Nos. 1-4, décembre 1939-40, avril

1940. Three editions: Edition arabe (Afrique du Nord); Edition afrique noire; Edition indochinoise.

In conjunction with the government's propaganda effort, various ministries published special information bulletins distributed through the Ministère de l'Information. Among these:

Bulletin d'Information agricole. No. 1, 20 mars 1940. Fortnightly.

Ministère du Travail. Cabinet du Ministre. *Bulletin de Renseignements*. No. 1, mars 1940.

Ministère de la Marine. *Bulletin d'Information et de Presse*. Fortnightly.

Ministère de l'Air. *Bulletin hebdomadaire. Aéronautique française*.

The 4th Division was responsible for a flood of propaganda publications. It also commissioned or financed books and pamphlets with the imprints of well-known publishers such as Gallimard and Sorlot. Among these figure prominently speeches by Daladier, Reynaud, Giraudoux, and other members of the government, also the series *Notre Combat* with contributions from well-known writers and professors such as Edmond Vermeil. It also republished in a more convenient format the French Yellow Book, long a best seller at the moderate price of 7 fr. 50.⁶

End of Activities

All these activities met a sudden and tragic end in the second week of June 1940 when the government abandoned Paris.

The only two publications which have retained a quality of continuity through the upheavals of the last two years are the *Journal officiel* and the *Bulletin municipal officiel de la Ville de Paris*. The

latter was interrupted but for one week during the days preceding the German occupation: No. 39 is dated 31 mai/6 juin 1940 and No. 40, 14 juin 1940. This, it will be remembered, was the day the Germans marched into Paris. The *Bulletin municipal* was the sole connecting link between the population and the municipal administration, all that was left of public authority. Frequently consisting of one leaf, often printed in fifty copies only due to lack of paper, containing brief but revealing regulations and appeals mostly concerning food supplies and relations with the occupying enemy, the collection of the *Bulletin municipal* of that period presents a poignant picture of conditions during the darkest hours of what was once the "city of light." It continues to appear regularly.

The *Journal officiel* was issued in Paris until June 11, 1940, inclusive (No. 148); No. 149 dated 12/13 juin 1940 consists of only one leaf and bears the imprint Tours (Indre-et-Loire); No. 150 is dated 14/15/16/17 juin 1940 and was published in Pau (Basses-Pyrénées). It contains the decree appointing Pétain chief of state in the place of Reynaud. From then until June 30 inclusive (No. 161), the place of publication remained Pau. From No. 162, dated 1/2/3/4 juillet 1940, the imprint is Vichy (Allier). In the early days of August 1940 part of the technical staff of the *Journal officiel* returned to Paris and proceeded to reprint all the numbers issued in the provinces which were out of print. They were gradually supplied to subscribers in occupied France together with current issues. To date there are still two editions, one the original Vichy edition, the other the Paris reprint, usually available within twenty-four to forty-eight hours.

⁶ Ministère des Affaires étrangères. *Le Livre jaune français. Documents diplomatiques, 1938-39*. Paris, Imprimerie nationale, 1939.

The change in title which occurred on January 4, 1941, when the seventy year old *Journal officiel de la République française* became the *Journal officiel de l'Etat français* marks the end of an era.

Publication Resumed

Beginning with August 3, 1940 (No. 910), the following resumed publication in occupied Paris:

Ministère du Commerce et de l'Industrie. *Moniteur officiel du Commerce et de l'Industrie*.

It reprints all important data, legislative and other, from the *Journal officiel* and the German *Verordnungsblatt* (VOBIF), with emphasis on economic and social matters. Catalogers may find helpful a feature appearing since February 13, 1941 (No. 929): *Guide administratif des Services ministériels français Actuellement à Paris*.

Little has come from unoccupied France that is not of a propaganda character strongly reminiscent of Fascist and Nazi models. Much is made of the personality of Marshal Pétain. His portraits, news pictures of his inspection tours, his speeches in the form of booklets, posters, and handbills, biographies, and surveys of his achievements can be found everywhere. Few of these, if any, bear an indication of the department which is responsible for their publication: the Secrétariat Général de l'Information (previously the Haut Commissariat à la Propagande).⁷ This should not be confused with the Office Français d'Information created by decree of December 20, 1940, an official news

agency which took over the functions and property of the Havas news agency, January 27, 1941.

No effort is spared in Marshal Pétain's new France to popularize physical education and sports. To achieve this end the Commissariat Général à l'Education Générale et aux Sports issues a number of periodicals, leaflets, booklets, and posters, among which may be mentioned:

Education générale et sports. (*Feuille d'Information*.) No. 1, janvier 1941. Vichy-Paris, Commissariat général [etc.]; Lyn, Impr. Commerciale du Nouvelliste, 1941- No. 2 has subtitle: *Feuille d'Information pour la Presse*.

Bulletin d'Information. No. 1, février 1941.

Les Cahiers de la France sportive. No. 1, janvier 1941.

In Technical Field

In the technical field, publication of the *Bulletin des Services techniques* of the erstwhile Ministère de l'Air, now Secrétariat d'Etat à l'Aviation, appears to have been resumed.⁸ The Service Géographique de l'Armée was abolished July 12, 1940, and the Institut Géographique National subordinate to the Ministère des Travaux Publics was created to take its place. Its functions are described in the decree of April 8, 1941, published in the *Journal officiel* of April 28. The following is from its Algerian section:

Etat Français. Service Cartographique de l'Algérie. *Carte forestière de l'Algérie et de la Tunisie*, pub. par ordre de M. l'amiral Abrial, gouverneur général de l'Algérie. Notice par P. de Peyerimhoff. . . . Alger, 1941.

⁷ These are illustrative of this type of publication: *Message du maréchal Pétain, Chef de l'Etat français*. 11 octobre 1940. [Grenoble, Impr. Allier]; Le maréchal Pétain. *Appels aux Français*. 16 juin, 20 juin, 23 juin, 25 juin, 11 juillet, 13 août, 6 septembre, 9 octobre, 11 octobre, 30 octobre 1940. [Toulouse, Impr. Régionale.]

⁸ *Publications scientifiques et techniques du Secrétariat d'Etat à l'Aviation. Bulletin des Services techniques*. No. 92, février 1941. Id. No. 93, janvier 1941. Paris, Gauthier-Villars, 1941.

There is one Vichy publication of first-rate importance which together with the *Journal officiel* gives a clear picture of all government activity. This is an unassuming looking bulletin entitled *Informations générales*.⁹ It is designed to keep the diplomatic missions abroad informed on "the situation of the country and the reforms being accomplished," and has been published weekly since September 8, 1940, (the first number covered August 11-31) with the number of pages from seven to sixty per issue. The subject matter is divided into sixteen sections entitled as follows: *Aspect Général de la Vie française*; *Relations avec l'extérieur*; *Politique et Administration*; *Justice*; *La Vie sociale et professionnelle*; *Famille et Santé*; *Armée, Marine, Aviation militaire et Prisonniers de Guerre*; *Travail et Production*; *Agriculture et Ravitaillement*; *Commerce et Finances*; *Transports et Travaux publics*; *La Vie de l'Empire*; *Instruction publique et Jeunesse*; *Les Beaux-Arts et les Lettres*; *Presse et Radiodiffusion*; *Revue de Presse*. The section *Beaux-Arts et Lettres* includes mention of new books and periodicals.

⁹ Ministère de l'Intérieur. Bureau d'Etudes juridiques et de Documentation générale. *Informations générales*. No. 1. . 8 septembre 1940. . [Vichy, Wallon] 1940. . 38 nos. up to May 20, 1941.

This publication was preceded by an official pamphlet covering the period from July 10, the date of the new constitutional law, to August 10, and is entitled: *Un Mois de Rénovation nationale*.

According to a notice in No. 1 of the *Informations générales*, it was planned to issue a *Bulletin de la Radio nationale*, but no copy of this has come to hand.

Official Gazette of the Free French

Finally, it may be of interest to mention the official gazette of the Free French under General de Gaulle: *Journal officiel de la France Libre*. 1^{re} année, No. 1, 20 janvier 1941. London, 4 Carlton Gardens, S.W.1. This looks very much like the Vichy official gazette and includes the following documents: organic texts; "ordinance-laws;" decrees; certain military orders; regulations; circulars and public notices; various administrative documents.

Similarly, French Equatorial Africa, which has joined General de Gaulle, has its official gazette: *Journal officiel de l'Afrique française Libre et de l'Afrique Equatoriale Française*. Brazzaville, août 1940. . No. 18, dated September 1, 1940, contains Organic Act No. 1 constituting the government of Free French Africa.

A CLEARING HOUSE FOR DUPLICATE PUBLIC DOCUMENTS

Report of the Agricultural Libraries Section Committee to Investigate the Possibilities of Setting Up a Clearing House for Duplicate Public Documents Other than State Experiment Station and Extension Division Publications.

At the outset of its work the committee assigned to study the possibilities of setting up a clearing house for duplicate public documents referred to the files of existing literature dealing with the general problem of cooperative exchange. This was done in order to determine what plans for the disposal of duplicates had already been attempted or suggested, and to see which of these plans had met with success or failure. Thus learning some of the pitfalls which must be avoided, it was hoped that some practical method could be devised for distributing to the best advantage the large stocks of public documents which are now lying unused in many agricultural libraries throughout the country.

At various times within recent years members of the profession have proposed the establishment of some kind of clearing house for duplicates. The idea of maintaining a central agency to which all duplicates might be sent for storage and ultimate distribution has been considered impractical for various reasons: (1) The provision of adequate storage space would present a great problem; (2) The shipping of the material to and from the clearing house would be costly; (3) The physical handling of the duplicates, i.e. wrapping, unwrapping, sorting, shelving, etc. would involve a vast amount of labor and expense.

Most of the recent suggestions center around a union catalog in which could be recorded the duplicate holdings of all cooperating libraries and to which libraries might submit their lists of wants. According to this arrangement the clearing house would never actually handle the publications themselves, but would merely arrange for the transfer of material between holding and requesting libraries. Such a project

for the exchange of serials was put into operation as an experiment by the H. W. Wilson Company several years ago, but had to be abandoned because the number of exchanges that were effected did not bring in enough commission to put the plan on a paying basis.

In 1932, with the aid of a Carnegie grant, the National Association of State Libraries established a Public Documents Clearing House, the primary purpose of which was to prepare and publish checklists of state session laws, statutes, legislative journals, and other state documents. As a part of this venture a clearing house was set up for the exchange of duplicate documentary material. The headquarters of the clearing house maintained a master card file of wants and offers and arranged for exchanges between cooperating libraries. At one time sixty-nine members were participating in the project and many of them succeeded in strengthening their files by this means, but unfortunately the activities of the clearing house had to be abandoned because of lack of funds. In 1937, when the future of the project was being weighed in the balance, the chairman of the committee expressed the belief that the clearing house could be carried on successfully if the co-operators were required to pay an annual membership fee for its financial support.

It seems to be generally agreed that the clearing house is still the ideal answer to the problem of exchanging duplicates, despite the difficulties which have been encountered in previous efforts to achieve that ideal. The chief obstacle—and it is a serious one—has been the provision of sufficient funds to cover the cost of operation. It is essential, therefore, that any newly proposed clearing house be based on a thorough knowledge of the financial factors involved.

Conclusion of Committee

After examining the various sporadic plans which have been introduced, the present

committee has come to the conclusion that the whole problem under consideration could be handled more efficiently if all libraries represented in the membership of the American Library Association, instead of working in isolated groups, might be united in one large cooperative effort to establish a central clearing house for duplicates. Since the possibilities for exchange would be limited only by the amount of material available and the needs of the libraries involved, there would be a decided advantage in having as many libraries as possible cooperating. As a starting point a committee composed of representatives from all sections of A.L.A. might be appointed to study the problem on a large scale. Before adopting any definite program it would seem advisable for a scientific survey to be made in the effort to determine the number of libraries interested in cooperative exchange, the size of their duplicate collections, the kind of material to be handled, and the amount of capital required to put a clearing house on a sound financial footing. With definite statistics available and a sizeable group of libraries showing an active interest in backing the project, it might be possible to secure a grant to cover the cost of setting up the basic organization. If such a clearing house should become a reality, the handling of documents should be part of its work, for there appears to be no necessity for setting up a separate agency for the disposal of any special type of material when one method of exchange is applicable to all types.

Maxine Hegland of the Stanford University Library has recently developed plans for a union catalog of duplicate books, documents, and serials, which is worthy of consideration. In brief, it is suggested that a central cooperative agency be established where duplicates may be recorded and to which members may submit their desiderata lists; that the union catalog be financed by a membership fee and from income derived from sales to dealers and nonmembers; that additional charges to members be based on the amount of use made of the union catalog by various members. Inasmuch as the Agricultural Libraries Section has done much in the past two years to bring atten-

tion to the question of duplicate exchange, it might now take upon itself the task of arousing the interest of the profession-at-large in a large-scale project similar to the one outlined above.

Not for Agricultural Libraries Only

Although our committee is moved to advise against the establishment of a public documents clearing house solely for the benefit of agricultural libraries, we have not wished to ignore the immediate purpose for which the committee was originally appointed, namely, the formulation of some method by which agricultural libraries might exchange their duplicate public documents. Therefore, it was considered desirable to suggest some system which would involve little or no expense to the participating libraries and still serve as a satisfactory means of exchanging documents until such time as the services of a central clearing house can be made available.

Recently a periodical exchange union was proposed by the librarian of Fisk University and endorsed by the Board of Directors of the Association of College and Reference Libraries. Its chief advantage lies in the fact that it requires no money outlay for the maintenance of a central bureau of exchange. The principal features of the plan may easily be applied to the type of publications in which our group is interested. Therefore our committee offers for your consideration the following suggestion for public document exchange, based on the periodical exchange union plan:

Suggestions

1. The cooperating libraries will agree to the policy of free exchange, i.e., libraries will give all that they have which they do not need, without regard to what they may receive in return. This is the principle which underlies the duplicate exchange policies of the Special Libraries Association and the Medical Library Association, both of which have been found to operate to the general satisfaction of their respective members.

2. Member libraries will list their duplicate public documents.

3. The participating libraries will be rated according to their size, i.e., total number of accessioned volumes. The lists of duplicates will be circulated among the libraries in the order of their size, the largest library being given priority over the others. This principle of allowing the largest libraries first choice of available material is practiced by the medical exchange and is reported to be satisfactory to all members. The disadvantage of the size-rating for smaller libraries is offset by the advantages which they derive from being allowed access to the duplicate material of the larger institutions. It has been suggested that a more ideal basis for rating libraries would be according to the size and adequacy of their document collections, but this would be difficult to do because of the varied methods of treating documents in different libraries.

4. As each library checks a list, it will cancel from that list the items which it needs and request them from the holding library. The list will then be passed on to the library next in line. It will be understood that the libraries receiving publications will pay the carriage charges.

To sum up the advantages of the sug-

gested plan: (1) It should bring about the desired result of placing documentary material unwanted by one library on the shelves of other libraries, where it is needed.

(2) It requires as little expenditure of time and money as possible, since it involves only postage and the amount of staff time required to assemble and check lists. (3) One of the strongest points in its favor is the fact that libraries will waste no time by making demands on exhausted stock, since all material included on the lists which come to them is presumably still available. (4) The plan can be put into operation fairly easily and will serve to indicate whether or not libraries are actually interested in duplicate document exchange.

If the foregoing plan is approved, it is suggested that the presiding officer of the section appoint some member, preferably a volunteer, to serve as chairman of a duplicate public documents exchange to receive applications for inclusion in the project and to work out the details of its operation.

DOROTHY M. REUSS, *Chairman*

DONALD WASSON, *Co-Chairman*

JOE W. KRAUS

JESSIE GRIFFIN

Self-Survey Manual for the College Library

Peyton Hurt announces that a recent severe illness has obliged him to postpone all work on his project to prepare a self-survey manual for college libraries, undertaken on a grant from the A.L.A. Committee on Fellowships and Scholarships. He extends his thanks to the many librarians who have contributed to his study of the subject and expresses the hope that he can finish the task when he has fully recovered from his illness. Meanwhile he does not claim or wish to pre-empt this field and will be glad to see the preparation and publication by others of material relating to surveying the college library.

East

The new rare book library of Harvard University will be opened early in 1942. Preparations are now being made for the transfer from the Widener Library to the new building of some one hundred thousand of the library's rare volumes.

The trustees of Dartmouth College, Hanover, N.H., Nathaniel L. Goodrich, librarian, have authorized the construction of a new wing and an addition to the stacks of the Dartmouth College Library. Work will begin immediately.

The Franklin D. Roosevelt Library was formally dedicated by the President of the United States at Hyde Park on June 30. Among the material recently added to the library are stenographic reports of the President's press conferences from 1933 to 1940, a collection of pamphlets and other printed materials pertaining chiefly to the United States Navy in the nineteenth century, and additional files of presidential papers.

Through the efforts of the staff of the Princeton University Library, Julian P. Boyd, librarian, the Princeton Archives of American Civilization have been established. The purpose of the organization is the collection and preservation of records relating to all aspects of American civilization, including the enormous documentation of radio, industry, dramatic arts, public affairs, history, and literature. Committees representing the various fields have been appointed. The diaries, letters, and other manuscripts collected will be housed at Princeton.

A readers' advisory service was begun in the Hamilton Smith Library, University of New Hampshire, Durham, in September. David Jolly is librarian.

News from

South

The Library of Congress and the University of North Carolina Library, Chapel Hill, are sponsoring a cooperative project designed to enable the two libraries to complete their collections of the legislative journals of the American colonies, states, and territories. Professor W. S. Jenkins of the University of North Carolina is in charge of the project, and, during the fall of 1941, will be on special appointment with the Library of Congress, directing the copying on microfilm of these printed and manuscript documents wherever they may be found.

The Western Carolina Teachers College, Cullowhee, Mrs. Lilian B. Buchanan, librarian, has completed a survey of the circulation of all books and magazines used during the year 1939-40, and is using this survey as a guide in the selection of books and other reading materials.

The charging system devised by the staff of the Woman's College Library of the University of North Carolina, Greensboro, Guy R. Lyle, librarian, has brought inquiries from many interested librarians. The system or adaptations of it are now in use in several institutions, including the Joint University Libraries of Nashville and the University of Georgia. It was described in the *Library Journal*, January 1, 1940.

The new University of South Carolina Library, Columbia, was dedicated on June 2. The building cost \$570,000, and has an estimated capacity of three hundred thousand volumes. R. H. Wienefeld is acting librarian.

A retirement plan for North Carolina

the Field

state employees was made effective on July 1, 1941. It includes college and university librarians in state-supported institutions and is based on a fifty-fifty contribution by state and individual.

Middle West Northland College at Ashland, Wis., Kate S. Kepler, librarian, dedicated its new library on June 14, 1941. The building, which is a replica of the Wakefield, Va., birthplace of George Washington, was constructed under the auspices of the Daughters of the American Revolution.

Contracts have been let for a new library building at Macalester College, St. Paul. The new building will house one hundred thousand volumes, will have seating space for 250 students, and should be ready for occupancy in June 1942. Helen A. Stratte is librarian.

Microfilm copies of several important professional library journals are being prepared for the Mary Reed Library of the University of Denver, according to Joe Hare, librarian. Among the journals already filmed or in process are *Revue des Bibliothèques*, *Internationale Bibliographie des Buch und Bibliothekswesens*, *Jahrbuch der Deutschen Bibliotheken*, and *Zentralblatt für Bibliothekswesen*.

The new Henry Pfeiffer Memorial Library of MacMurray College, Jacksonville, Ill., was dedicated on May 24. Charles H. Brown, president of the American Library Association, delivered the dedicatory address. The librarian is Ellen Cheek.

The Indiana University Library, Bloomington, has received the private li-

braries of Samuel B. and Theophilus A. Wylie. The latter was a member of the faculty of the university from 1837 to 1886 and was the institution's first librarian. The collection is typical of private libraries of middle nineteenth century scholars.

Among the conferences held at Indiana University during the past summer was a library conference on books for youth, which featured Lou L. La Brant, professor of English and education at Ohio State University, Columbus.

A comprehensive bibliography of official Colorado publications has been started by Lorene Ashton, junior librarian in charge of documents at the Colorado State College Library, Fort Collins.

Southwest The University of New Mexico Library, Albuquerque, is making a special effort to bring together basic source materials on the history of New Mexico and of the Southwest. Some 250 volumes of documents have been photostated and cataloged and are now available in the university library. To these have been added recently microfilm copies of 180 bundles of Santa Fé archives relating to the period between 1685 and 1846.

Far West The Oregon State College Library, Corvallis, Lucy M. Lewis, librarian, has been enlarged by the addition of a three-story wing which was completed in May. The seating capacity has been doubled and space provided for more than one hundred thousand additional volumes.

With the acquisition of the first issue of *McCormick's Almanac*, the Portland (Ore.) Library Association, Nell A.

Unger, librarian, now holds the only known complete file of this well-known almanac which was published by S. J. McCormick of Portland from 1855 to 1881.

Among the gifts recently received by the Los Angeles Public Library was a collection of Susan B. Anthony manuscripts and books given to the library by the Susan B. Anthony Memorial Library of California. Another significant gift was the Toler manuscript, the log of the Mexican War ship, "Savanna."

Canada

Under the direction of C. F. McCombs of the New York Public Library a survey of the Canadian research libraries is being made. The survey is sponsored by the Rockefeller Foundation.

Personnel

Wayne S. Yenawine, formerly assistant to the director of libraries, University of Illinois, Urbana, has been made associate librarian at the University of Georgia, Athens.

Gerald H. Sandy, until recently head of the exchange division at the University of Illinois, has been appointed librarian of the Kansas City, Kan., Public Library.

Thomas A. Meade, of the Queens Borough Public Library, has been appointed librarian of the Joseph Schaffner Library of Commerce, Northwestern University, Evanston, Ill.

Henry E. Coleman, Jr., formerly reference librarian, Western Washington College, Bellingham, is now librarian of Washington College, Chestertown, Md.

Felix Eugene Snider of the Southeast Missouri State Teachers College Li-

brary, Cape Girardeau, has been appointed librarian at East Carolina Teachers College, Greenville, N.C.

Mrs. Rachel Wood, who has been librarian of the Railroad Retirement Board, was appointed chief of the Division of Reading and Reference Services in the United States Department of Agriculture Library, effective July 1. Joining the staff at the same time were Mildred Benton, who will serve as coordinator of bureau libraries, and Mrs. Mildred B. Williams, who will be chief of the Division of Field Library Services.

Arthur M. McAnally, formerly assistant librarian at Knox College, Galesburg, Ill., became librarian of Bradley Polytechnic Institute, Peoria, Ill., on September 1.

Helen Hagan, M.A., School of Library Service, Columbia University, became librarian of Coker College, Hartsville, S.C., effective September 1.

Dr. Hans H. Atkinson Bernt, School of Library Service, Columbia University, has been appointed law librarian of the University of Newark.

Mary Louise Alexander has resigned as director of the Philadelphia Bibliographical Center to join the Office of Civilian Defense in Washington. She was formerly with Batten, Barton, Durstine and Osborn in New York City where she organized and directed the research department for many years. She has served as president of the Special Libraries Association and held various other professional offices. Miss Alexander will act as a special research assistant and will advise on library activities within the Office of Civilian Defense.

BENJAMIN E. POWELL

A.C.R.L. Committees and Directors, 1941-42

Standing Committees

1. Committee on Budget, Compensation, and Schemes of Service

(Subcommittee, A.L.A. Board on Salaries, Staff, and Tenure)

Louis Shores, director, Library School, George Peabody College for Teachers, Nashville, Tenn., chairman

Mary Vick Burney, librarian, University of Tennessee Junior College, Martin

John S. Richards, University of Washington Library, Seattle

Fremont Rider, librarian, Wesleyan University, Middletown, Conn.

Eugene H. Wilson, assistant librarian, Iowa State College, Ames

Ralph M. Dunbar, chief, Library Service Division, U.S. Office of Education, Washington, D.C.

2. Committee on College and University Library Buildings

(Subcommittee, A.L.A. Committee on Library Architecture and Building Planning)

Ralph E. Ellsworth, director of libraries, University of Colorado, Boulder, chairman

Francis L. D. Goodrich, librarian, College of the City of New York

Edna Ruth Hanley, librarian, Agnes Scott College, Decatur, Ga.

Edward A. Henry, director of libraries, University of Cincinnati

John S. Richards, University of Washington Library, Seattle

Frank K. Walter, university librarian, University of Minnesota, Minneapolis

Blanche P. McCrum, librarian, Wellesley College, Wellesley, Mass.

3. Committee on Constitution and By-Laws

Samuel W. McAllister, associate librarian, University of Michigan, Ann Arbor, chairman

Mary H. Clay, librarian, Louisiana State University, Junior College Division, Monroe

Edmon Low, librarian, Oklahoma State Agricultural and Mechanical College, Stillwater

Emily Garnett, reference department, White Plains Public Library, White Plains, N.Y.

Charles V. Park, librarian, Central State Teachers College, Mount Pleasant, Mich.

4. Committee on Importations (Joint committee with the A.L.A.)

Thomas P. Fleming, medical librarian, Columbia University, New York City, representative

5. Committee on Publications

Guy R. Lyle, librarian, University of North Carolina Woman's College, Greensboro, chairman

Special Committees

1. Committee to Apply to Certain Institutions a "Study of the Use of Books in the Different Courses of the College Curricula"

Charles H. Brown, librarian, Iowa State College, Ames

2. Committee to Consider with a Joint Committee from the American Association for Health, Physical Education, and Recreation the Project for the Publication of an Encyclopedia of Sports and Games

Wilson M. Ranck, Hackley Public Library, Muskegon, Mich.
Dorothy M. Black, University of Illinois Library, Urbana
George Pettengill, Reading, Pa., Public Library
Elizabeth Scott Richardson, University of Colorado Library, Boulder

3. Special Committee on National Defense Services

Charles M. Mohrhardt, Detroit Public Library, chairman

Directors

Directors of A.C.R.L.

Winifred Ver Nooy, reference librarian, University of Chicago Libraries (1942)
Etheldred Abbot, librarian, Ryerson and Burnham Library of Architecture, Art Institute, Chicago (1943)
Willard P. Lewis, librarian, Pennsylvania State College, State College (1944)

Section Directors

College Libraries: Fina C. Ott, librarian, Alma College, Alma, Mich.
Junior College Libraries: Lois E. Engleman, librarian, Campbell Memorial Library, Frances Shimer Junior College, Mount Carroll, Ill.
Libraries of Teacher-Training Institutions: Mary Floyd, librarian, Eastern Kentucky State Teachers College, Richmond
Reference Librarians: Luther H. Evans, Assistant Librarian of Congress, Washington, D.C.
University Libraries: Donald Coney, librarian, University of Texas, Austin

CORRECTIONS

Miss Ruth E. Schoneman, whose article "The Union Catalog in the Art Field" appeared in the September 1941 issue, was reported as cataloger in the University of Chicago Library. Miss Schoneman is now editor of the Union Catalog of Art Books in Chicago.

Miss Rea J. Steele was noted (June 1941, p. 284) as librarian, State Teachers College, Mansfield, Pa. Miss Stella Doane is college librarian, and Miss Steele is librarian of the Laboratory Schools of the State Teachers College, Mansfield, Pa.

Special Assistants to the R.L. Publication Committee

1. News from the Field
Benjamin E. Powell, Librarian, University of Missouri, Columbia
2. New Periodicals
Carolyn F. Ulrich, Chief, Periodicals Department, New York Public Library
3. Government Publications
Mrs. Violet A. Cabert, Assistant Supervisor, Catalog Department, Columbia University Library, New York City
Robert E. Scudder, Head, Document Department, Northwestern University Library, Evanston, Ill.
4. Review—Research and Experimentation
G. Flint Purdy, Librarian, Wayne University, Detroit
5. Review—Reference Aids
Louis Shores, Director, Library School, George Peck College for Teachers, Nashville, Tenn. Chairman, Subcommittee on Reference Aids
Frances Neel Cheney, Reference Librarian, Vanderbilt University, Nashville, Tenn. Secretary to the subcommittee
Etheldred Abbot, Librarian, Ryerson Technical Library, Art Institute, Chicago
Mabel L. Coats, Reference Librarian, Cornell University Library
Jack Dalton, Reference Librarian, University of Virginia, Charlottesville
Judith W. Hunt, Librarian, Bio-Medical Library, University of Chicago
Louis Kaplan, Reference Librarian, University of Wisconsin, Madison
Charles F. McCombs, Supervisor, Reading Room, New York Public Library
Robert W. Orr, Reference Librarian, Iowa State University
James T. Rubey, Assistant Professor, Simmons College School of Library Science, Boston
Harold Russell, Reference Librarian, University of Minnesota
Anne M. Smith, Reference Librarian, University of British Columbia, Vancouver, B.C., Canada

Association of College and Reference Libraries

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Mrs. Vera S. Cooper, Librarian, DePauw University, Greencastle, Ind.
John S. Richards, Associate Librarian, University of Washington, Seattle
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Secretary: Edna J. Grauman, Head of Reference Department, Fox-Paul Library, Louisville

University Libraries

- Chairman: Harold L. Leupp, Librarian, University of California, Berkeley
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